DOCUMENT RESUME

ED 148 701 SO 010 605

AUTHOR Bessell, Harold; Ball, Geraldine
TITLE Human Development Program: Level IV Activity Guide, Revised 1976.
INSTITUTION Human Development Training Inst., San Diego, Calif.
PUB DATE 76
NOTE 161p.; For related documents, see SO 010 598-607
AVAILABLE FROM Human Development Training Institute, 7574 University Avenue, La Mesa, California 92041 ($8.95, paperbound)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Affective Objectives; Attitudes; Behavioral Objectives; *Child Development; Child Psychology; Curriculum Guides; Discussion Groups; Elementary Education; Emotional Development; Grade 4; *Humanistic Education; *Interpersonal Competence; Learning Activities; Listening Groups; Mental Health Programs; Motivation Techniques; Problem Solving; Role Playing; Self Actualization; Skill Development; Teacher Role; *Teaching Techniques
IDENTIFIERS *Human Development Program; Magic Circle

ABSTRACT

The curriculum guide presents the activities component of the Human Development Program for grade four. The Human Development Program (HDP) is an affective curricular approach developed by psychologists to help teachers instill responsibility and self-confidence in children. The activity guide presents topics and directions for 180 sequential Human Development Sessions in which teachers and students sit in a circle (called a Magic Circle) for 20 minutes each day to talk about feelings. Topics are based upon awareness, self-confidence, and social interaction. The major objectives are to encourage children to show acceptance of themselves and others, and to listen to and focus upon the feelings of others. Fourth grade discussion sessions reinforce these objectives through role play, reflective listening, dream exploration, problem solving, and simulation of experiences based upon acceptance of individual responsibility. Topics include I felt good and bad about something; I understand positive and negative aspects of given behaviors; I have many kinds of self-control; I couldn't avoid trouble; I got what I wanted in my dream; I do these things to keep a friend; and I can tell the difference between real and not so real. The guide presents information to the teacher on preparing the Magic Circle session, explaining the topic for discussion, leading the daily session, and helping the children review and summarize what they learned. (Author/DB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED148701

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HUMAN DEVELOPMENT PROGRAM

Uvaldo Palomares, Ed.D. and Geraldine Ball, M.S.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Geraldine Ball
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Level IV
Activity Guide

Harold Bessell, Ph.D.

SP 010 605

Revised 1976
Geraldine Ball, M.S.

Published by
Human Development Training Institute, Inc.
7574 University Ave., La Mesa, CA 92041
Cover Art by Luanne Lynch
Copyright 1972 © Dr. Harold Bessell, Ph.D.
Reproduction in all or part prohibited, except by written permission from the publisher

FOREWORD

The reader is now in possession of one part of the Human Development Program. This is Level IV of the Lesson Guides. Five levels have preceded, and two more levels are to follow. These eight levels comprise the Activity Guides portion of the program on the elementary level. In addition, there are the Developmental Profile scales and theoretical materials.

Before proceeding to examine or use the contents of this activity guide, it is recommended that the teacher read the Theory Manual. These materials provide a strong background and give the rationale for the activities that are used. They also explain how they have been derived from research with the children, why there are the three basic themes of awareness, mastery and social interaction, why different emphases are placed at different age levels, and how the sequential arrangement for best development was determined.

For the teacher's guidance the rationale behind the activity is given. However, only after a thorough reading of the Theory Manual, will the teacher have sufficient background and understanding of the program to realize that these activities are not just interesting ideas that were thought up. Rather, the teacher will realize that these ego-strengthening and character-building activities appear here only after the antecedents of neurosis were studied clinically and the problem areas were field tested with large numbers of children over many years to see what is meaningful and useful to them as they are able to see the issues. The reader now holds one broad link, therefore, in the long and fascinating chain of human development.

CONTENTS

Page

INTRODUCTION vii

HUMAN DEVELOPMENT PROGRAM OVERVIEW CHART ix

LEADING THE CIRCLE SESSION xi

PREPARING FOR THE CIRCLE SESSION xv
Group Size, Circle Arrangements, Orientation xv

ACTIVITY GUIDE – First Semester

First Nine Weeks – Basic Orientation Activities 1

Unit 1 – Three Weeks on Awareness
Week 1 – Good Feelings and Bad Feelings 4
Week 2 – Pleasant and Unpleasant Thoughts 10
Week 3 – Positive and Negative Behavior 16

Unit 2 – Three Weeks on Mastery
Week 4 – "My Powers to Be and Do" 24
Week 5 – "How I Got What I Needed" 30
Week 6 – "How I Got Into Trouble" 36

Unit 3 – Three Weeks on Social Interaction
Week 7 – Getting and Giving Approval 44
Week 8 – Getting and Giving Disapproval 50
Week 9 – Getting Attention 56

PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD 62

Second Nine Weeks – Beginning Experience in Children's Choice and Child Leadership

Unit 4 – Three Weeks on Awareness
Week 10 – Exposure to Awareness Activities – Feelings and Fantasy 66
Weeks 11 & 12 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 5 – Three Weeks on Mastery
Week 13 – Exposure to Mastery Activities – Assertion and Risk 74
Weeks 14 & 15 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 6 – Three Weeks on Social Interaction
Week 16 – Exposure to Social Interaction Activities – Control and Consideration 82
Weeks 17 & 18 – Experience with Social Interaction Through Children's Choice and Child Leadership

CONTENTS (continued)

Page

ACTIVITY GUIDE – Second Semester

Unit 7 – Two Weeks on Mastery – Authenticity and Duplicity
Week 19 – Exposure to Mastery Activities 92
Week 20 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 8 — Two Weeks on Social Interaction — Building Trust
Week 21 – Exposure to Social Interaction Activities 98
Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 9 – Two Weeks on Awareness – Reality and Fantasy
Week 23 – Exposure to Awareness Activities 104
Week 24 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 10 – Two Weeks on Social Interaction – Becoming More Likeable
Week 25 – Exposure to Social Interaction Activities 110
Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 11 – Two Weeks on Mastery – Responsibility and Effort
Week 27 – Exposure to Mastery Activities 116
Week 28 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 12 – Two Weeks on Social Interaction – Relationships
Week 29 – Exposure to Social Interaction Activities 122
Week 30 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 13 – Two Weeks on Awareness – Deceptiveness
Week 31 – Exposure to Awareness Activities 128
Week 32 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 14 – Two Weeks on Social Interaction – Relationships
Week 33 – Exposure to Social Interaction Activities 134
Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 15 – Two Weeks on Mastery – Problem Solving
Week 35 – Exposure to Mastery Activities 140
Week 36 – Experience with Mastery Through Children's Choice and Child Leadership

INTRODUCTION

The Human Development Program . . .

is a curricular approach which is designed to give children the opportunity to become constructively involved in developing their own personal effectiveness, self-confidence, and understanding of the causes and effects in interpersonal relationships. The program capitalizes on the basic drives of children to achieve mastery and gain approval.

The Human Development Program incorporates what master teachers do every day to instill responsibility and self-confidence in children. It is a systematic plan which reduces the chance factor for growth in the affective domain. The scope and sequence of the activities provide experiential lessons for the development of skills children need for effective personal adjustment, success in academic endeavors, and other life challenges. The child learns to appreciate what others do for him. He is permitted to be honest about his resentments instead of learning to deny their existence or to repress them. For twenty minutes each day, the learning climate for the children is open and free in the security of the circle session.

In the Circle Session . . .

the children and their teacher, who serves as leader/catalyst, verbally explore themselves and each other every day through group interaction in activities related to specific goals. These goals are met by using group techniques tailored for elementary school children.

Throughout the twenty-minute session, an atmosphere of acceptance prevails. Children are encouraged to share their feelings genuinely and to learn to listen and observe others.

The teacher's role is to begin the activity by explaining the topic for discussion and, if necessary, to demonstrate what is expected of the children by "going first". After each child has had an opportunity to participate, the teacher helps the children to review and summarize what was learned in the session. Progressively, the teacher says less in each session – giving more of the responsibility to the children as they are ready to assume it. Sample circle topics are:

"It made me feel good when . . ."
"I made someone feel bad when I . . ."
"Something I do very well is . . ."
"What can I do for you?"

In preschool and kindergarten, the children participate in "Mastery" sessions which are specifically designed to give them deserved positive feed-back which enhances their feelings about their own ability to manipulate their environment, thus building their self-esteem.

The Design of the Human Development Program . . .

is semi-structural, flexible, and open-ended. It is a developmental curriculum in the area of affective education. The experiences at each level prepare children to move into each sequential level progressively. The program is much like a developmental reading program, in that the skills learned at one level form the foundation for growth in the next.

Even though the program is designed to begin with four year olds, it may be inaugurated at any level. Currently available are Levels A (pre-school); B (kindergarten) and I, II, III and IV, corresponding to the respective grade levels. Levels V and VI for grades five and six are in the developmental stage, and will be available at a later date.

Inquiries regarding the program materials may be directed to the authors at the address below:

Published by:
HUMAN DEVELOPMENT TRAINING INSTITUTE

7574 University Avenue, La Mesa, California 92041

This Activity Guide . . .

contains directions for 180 Human Development Circle Sessions for teachers and children in the classroom – one for every day of the school year. Each activity has been researched with groups of children and modified as needed to make it meaningful and practical. The sequential order in which the activities are presented has been determined through research with the ideal in mind that a positive cumulative effect will take place in the children, bringing about significant personal growth.

Each activity relates to one of the following three major areas of personal development: Awareness, Mastery (or self-confidence), and Social Interaction. At the outset, the sessions are led by the teacher who serves as guide. Gradually, they encompass the children's-choice concept (in which the children share in deciding which circle session topic they wish to discuss) and child-leadership (wherein a child assumes the responsibility for leading the session).

In each session, the purposes and the behavior practiced are to show *acceptance*, to *listen* and *pay attention* to each other, and to focus on the *feelings* each person has.

MOST OF THE ACTIVITIES – PERHAPS ALL OF THEM – WILL BE VERY APPROPRIATE FOR YOUR GROUP AND SOME OF THEM MAY NOT. AS GROUPS DIFFER WIDELY, YOU MAY FIND IT NECESSARY TO BE SELECTIVE IN YOUR USE OF THE ACTIVITES. ONCE YOU AND THE CHILDREN HAVE LEARNED TOGETHER HOW A CIRCLE SESSION WORKS, THERE MAY BE TIMES IN WHICH YOU OR THE CHILDREN MAY THINK OF A UNIQUE TOPIC OF YOUR OWN TO DISCUSS WHICH MEETS YOUR OWN PARTICULAR NEEDS. IF YOU ARE A BEGINNER WITH THE PROGRAM AND YOU ARE NOT SURE HOW THE ACTIVITIES WILL AFFECT THE CHILDREN AND YOU DO NOT FEEL THE NEED TO MAKE ADJUSTMENT, IT IS RECOMMENDED THAT YOU FOLLOW THE GUIDE CLOSELY WITH RESPECT TO SEQUENCE. THE GREATEST VALUE COMES WHEN THE PROGRAM IS PRACTICED DAILY, OR AS CLOSE TO THAT IDEAL AS POSSIBLE.

Overview Chart

HUMAN DEVELOPMENT PROGRAM
Levels, Group Arrangements, Strategies, and Objectives
Grades Pre-School through Six

Level	Grade	Age	Groupings	Strategies	Objectives
Pre-School		4-5	Single Circle 5-10	Encouragement to talk, listen, succeed.	Improve self-control and ability to listen and express; develop self-confidence and understanding of interpersonal interaction. Tolerance for individual differences. Understanding of universalization principle — emphasis on common human feelings, thoughts and behavior. Increase self-acceptance and listening skills. Begin coping with mixed feelings.
Kindergarten		5-6	Single Circle 8-10	As above. Deal with negative as well as positive topics.	
I	First	6-7	First one circle 8-12; then add self-controlled children to outer ring until whole class is in two concentric rings. Teacher and child leaders alternate.	As above. Discuss 1) ambivalence in feelings, thoughts, behaving, 2) effective and ineffective behavior, 3) reality and fantasy. Discuss variables of inclusion, exclusion, warmth, coldness, making of decisions. Begin leadership experiences.	As above. Effective self-control, ability to comfortably experience ambivalence, improve reality testing, self-confidence, effective meeting of needs, increase responsibility, tolerance, empathy, skill in making helpful suggestions. Sharing in decision making and recognition of leadership abilities.
II	Second	7-8	As above.	As above. Continued presentation of methods of awareness, coping, social interaction. Character development is fostered by challenge, commitment, and direct interpersonal communication with peers. Continued decision-making and child leadership.	As above. Articulation of wide range of experiences in positive and negative feelings, thoughts, and behavior. Self-confidence and positive self-concept. Ability to distinguish between reality and fantasy. Motivation to be responsible, productive, kind. Share in decision-making. Leadership as service, not exploitation. Ability to make helpful suggestions to guide leaders to better functioning.

HUMAN DEVELOPMENT PROGRAM

Levels, Group Arrangements, Strategies, and Objectives (continued)

Level	Grade	Age	Groupings	Strategies	Objectives
III	Third	8-9	As above.	As above. Further challenge to self-sufficiency, integration, honesty. Emphasize responsibility in social interaction, keeping commitments.	As above. Self-control as a matter of personal pride. Verbal facility, skillful and tolerant listening. Ability to tolerate ambivalent feelings in self and others. Skill in observing differences between verbalization and performance. Wise decision-making and responsible, constructive leadership. Courage in taking the initiative to build good social relationships.
IV	Fourth	9-10	As above.	As above. Role playing. Micro Lab. Experiences with authenticity and duplicity, exploring dreams and practice at problem solving.	As above. Accepting and reflective listening. Deeper self-awareness and understanding of social relationships. Fuller acceptance of responsibility for one's own behavior.
V	Fifth	10-11	Three general plans for articulation, presented.	As above. Focus on importance of flexible outlook and behavior. Units no longer assigned to a certain number of days of the week. Supplemental affective activities presented in a variety of subject areas.	As above. Increased understanding of how trusting relationships are developed. Awareness of the complexities in social situations. Development of a sense of identity. Dealing with role expectations. Increasing awareness of one's own capabilities and likeable qualities.
VI	Sixth	11-12	As above.	As above. Focus on responsibility for one's own behavior. Increased supplemental affective activities presented in a variety of subject areas.	As above. Increased self confidence through validation of self and others. Increased sense of self identity and group dynamics. Exploring conflict resolution. Increased understanding of self-determination, choices and decision-making.

LEADING THE CIRCLE SESSION

You aren't teaching a lesson. You're relating to people. Set a positive atmosphere by warmly drawing everyone into the circle. Establish eye contact with each child. Always use each child's name as you speak to him. To get things started, describe the task: "I'm going to ask a question only you know the answer to. Everyone will have the right answer. You don't have to say anything if you don't want to . . ." Then state the task. Extend a general invitation: "Who would like to go first?" If there are no volunteers, give a personal example of your own: "What gives me a good feeling is my guitar. It makes me feel good when I play it." If it is not necessary for you to take your turn first, do so later. (It is important to the children to learn about you too.) Rather than calling on the children to speak, just wait and let them begin when they are ready. When silences occur, wait patiently. The children need time to think about what they are going to say. Others need time to gather courage. After a bit, you might help them to do this by saying, "Let's all close our eyes and think about . . ." If more than one child begins to talk at a time, ask all but one child to wait and listen. Assure them that everyone will have a turn.

When the children begin to respond, accept their contributions, helping them focus on the *feelings* involved in their statements rather than the content. Point out the feelings: "Riding your bike gives you a good feeling, David. We like knowing what makes *you* feel good. We are interested in the feelings *you* have." Focus on feelings also non-verbally with eyes, touch and gesture. Model accepting rather than judgmental behavior, showing the children that in the circle each person is respected as his unique self. At first children sometimes copy each other or say what they think you want to hear, because they fear non-acceptance, ridicule or rejection. Remember the reasons for this behavior. In a general way, assure the group that it is OK for them to tell their real feelings. In time, these children will begin to feel safe. Even if a silly response comes, accept the feelings behind what is said: "It's all right and good for us to say what we feel, even if we think it's silly." If he describes a negative action, such as hurting someone and says it made him feel good, do not reject him. See if he can tell how he thinks the person felt. Try to keep the focus on the feelings of the people involved. Deal with the issue seriously and with him respectfully. Showing acceptance for him and what he feels does not mean that you are showing that you condone the action.

Listening in the circle is essential. Indeed, it is one of the basic purposes of the Human Development Program. Make sure the children understand that listening is expected of everyone. Tell them, "When you talk, what do you want us to do? What should you remember to do when someone else is talking?" The most effective way to assure good listening is to model it yourself. Make it obvious that you are listening attentively to each child as he speaks. Remember what he says. Be prepared to repeat it later. Draw the attention of children who do not appear to be listening to the child who is speaking by tactful word or gesture. Ask the children frequently throughout the session to repeat what other children have said, bringing in non-participants whenever possible.

Listen reflectively to each child, repeating back to him what you hear him saying, and inviting other children to do so also. Show him that you want to understand. If a child says something that you do not understand very well because you did not hear him correctly, immediately ask the other children for their opinion about what he said. Then check out their answers with the child. Give

credit to children who heard it correctly. In this way, you are making it clear that you do not know everything, and that their comments are worthwhile and important.

If some children talk for too long a period of time, it is probably because they feel that now they have the chance and may not get another soon. Remember the reason for the behavior. Help them clarify their thoughts about what they want to talk about – one at a time. Help them see that *one* thought, stated so others can understand it, is significant and important. Help direct the child's attention away from the content to the feeling. Without singling him out, remind the group in general that everyone will have many chances, since the group meets daily. Tell them that you accept the responsibility to assure that this happens. If the children can be convinced that it is important that they all get an opportunity to speak, in time they will help control the group so that each does get a turn. If you do not have time in one day for all to have a chance to speak, clearly state that those who didn't speak today will have a chance tomorrow, and then, of course, be sure to keep your promise.

As the activity progresses, make sure that each child who wishes to contribute has his chance, undisturbed. Ask *open-ended* questions: "Would you like to tell us more about it, Shirley?" Or to help a child talk about his feelings and to avoid setting limits on his response, you might ask, "Could you tell us about the feeling you get when you play with the puzzle?" Ask specific questions, such as, "how", "where", "when", etc., only after open-ended questions have been asked. Generally avoid "why" since children often have a difficult time dealing with it and it takes the child away from concentrating on his feelings. After each child has contributed in the circle, show your appreciation to him in your own way, using his name.

If after one or two responses, none of the other children have volunteered to participate, *stop, look,* and *think* about what the possible reasons might be. Are they confused or afraid about something – about your intentions, about criticism? Fear of hurt, failure, and rejection may be the reasons. Try to assure acceptance in the way you ask – tone of voice, smile, etc. Reassure them that it is not possible to give the wrong answer. Try again with: "Let's close our eyes and think . . ." Recognize aloud different aspects of this: "Some of us find it difficult to express good feelings in the group, but after we get used to the circle we'll find it easier." If the child falters, and you can't help him make a success out of it, shift attention from the failure to some positive aspect of his feelings; e.g., that he tried to say something. Then go on to the next person. After two or more children have responded, point out similarities and differences: "Do you see that Maria and Henry have the same kind of feeling, and Lowell's is different?" Make it clear by tone, look, etc., that both similarities and differences are natural, neutral and acceptable.

Point out important interactions between children, such as when the same and different feelings are noticed: "You smiled when he said that you had the same feeling, didn't you?" Also point out the observable ways people handle good feelings: "When you have a good feeling, you sit up straight and smile and I can see your feeling all the way over here!" Encourage the children to interact with each other directly. Ask them if they have questions for each other. If so, urge them to ask the questions to the other child, not to you. If they direct it to you, ask them to redirect it to the individual who can answer it. First efforts to speak will often be irrelevant, silly, etc. In the beginning, it is more important to get the child to speak to other children independently of the teacher than it is to be "right on" the topic. Whatever the child says, respect it and go with it, then gently guide the conversation back to the subject after he realizes his statements have been accepted. As the children develop, they will pick up the questions and cues to interact with others. You will be able to sense this and move back to let them take over. Let them guide your responses by asking you questions. As this activity guide book indicates, allow them to take over leadership of the group, one at a time.

No child should be forced or coerced to talk in the circle if he does not wish to. However, sometimes children do wish very much to participate, but are fearful. They need and can profit from your assistance. To help an unsure child, test him out on a parallel task before the group, or allow him to have a trial run in the circle so he won't feel "if I miss, I'm out". Ask the reticent child if he will whisper to you or a peer he chooses what he wishes to say. Ask him if you or another student can guess what he would wish to say. Don't start without his permission. Once he says you can, and you begin to guess while he either accepts or rejects the guess, he is involved. Elicit the help of a more secure child to encourage the one who is isolated from the group. Ask the more secure one to clarify the isolate's thoughts and feelings; then give credit to both. Encourage successful children to reinforce the successes of others. Say, "Pedro (timid one) spoke up. He told us about himself." Then, "Who can ask Pedro a question so that he can tell more?" If the child is reticent, shy, aggressive, or hurtful, have him help you choose the next person. Thank him, saying his name. The child who does not participate verbally at first, will when he is ready. In the meantime, he is listening and learning.

The circle is an accepting environment, but destructive behavior such as ridicule or overt disruption should not be accepted or allowed to continue. Children should view their participation in the circle as a privilege to be appreciated and utilized. Deal with the needs of disrupters but keep the focus on the individual who is having his turn and doing the task. If you get maneuvered into dealing with negative attention-getting, the group may decide that's how to get attention. Try to deal with the interrupter's feelings non-verbally. Touch him, have him exchange chairs to sit by you, sit young children on your lap while dealing verbally with the child whose turn it is. It may help if you speak directly to him about his actions: "Say, you sure giggled at that (or capped on that). Can you tell us what you were feeling when you made your comment?" Try to make him aware of his motives, avoiding any implication of discipline or punishment. You may find it helpful to allow the disrupter to see how you and his peers feel about his actions. If the above techniques have no immediate effect, remind him that his presence is desired but that his disruptive behavior will not be accepted.

Culminate each circle with a thorough review of what was said, asking the children, as they name each person, to try to remember the feeling that each child shared. Reward good listening and recall with such praising commentary as, "You listened very well, Sally. You can remember what you hear too." This is a good way to bring in children who did not speak to the topic.

Cognitively summarize each session at its conclusion: "Who thinks he can say why we talk about these things? Does it give you a good feeling to know more about other people? What was this all about? What did we learn (about each other)? How do you feel about it?" This sets the stage for more willing participation in future sessions by letting the children understand that they are doing something that is personally significant for them.

REMEMBER THAT EVERYONE WHO LEADS CIRCLE SESSIONS HAS HIS OWN PERSONAL STYLE. THERE IS NO ONE PERFECT WAY TO DO IT. YOU WILL DEVELOP YOUR OWN STYLE AS YOU WORK WITH THE PROGRAM. THINK OF YOURSELF AS A NOVICE FOR THE FIRST YEAR. HUMAN DEVELOPMENT CIRCLE SESSIONS ARE CHALLENGING. THEY REQUIRE ENERGY AND PRACTICE, BUT LIKE ALMOST EVERYTHING THAT TAKES HARD WORK, THEY BRING GREAT REWARDS.

PREPARING FOR THE CIRCLE SESSION

Group Size, Circle Arrangements, Orientation

In the preschool and kindergarten it was found that about ten to twelve children seated around in a circle with the teacher made the ideal group in terms of having enough interaction and also keeping everybody interested while they lived through the somewhat less exciting times of listening until a child got his turn to talk. Almost all teachers asked us the same question, "What shall we do with the rest of our children?" and "Does this mean that by dividing our class into thirds that only one-third can have the program each day?" Originally we dealt with these very practical issues from a purist stance. No compromises. No more than twelve to fourteen children at a time.

It then, of course, came as a surprise to find that many first, second and third graders could and would sit in two concentric rings, with one-third of the class in the central ring with the teacher, and the other two-thirds in an outer ring. Initially the children in the outer ring observed, but their enthusiasm so often became irrepressible, that we finally realized our purism was based on prejudicial experience from the four and five year olds. The children came on so strongly that our hang-up was simply demolished. Still, there were problems with this arrangement and probably will be for some time to come. In every class there are essentially three groups of children, and the size of each group varies from class to class. The first group consists of those eager-beaver children who are always in front of your nose, either eager to participate or disrupt. They are the active ones. Then there is the middle, basically conforming group. As in anything else, they usually present little problem. Then there is a third group which is composed of the shy and withdrawn children.

The problems are always the same. The active ones need constantly to be held in abeyance while others get a turn. The shy ones need repeated encouragement to participate. These children really need the attention of the teacher the most, because they are prone to be ignored. The teacher is only human and is drawn to the squeaky wheels.

These seemingly inescapable problems notwithstanding, it has turned out that it is best to work with the entire class in concentric rings at the same time, when we work with six through ten year olds (see diagrams, pages xviii and xix). One reason that it is better to work with the entire class of older children is because most groups can do it. Since this is so, why split them up? The convenience for the teacher is an obvious benefit, but this is not the main reason. The first reason given is the most important. They can do it and become very much involved, even when the group is as large as thirty-five. Another reason for doing it with the whole class at the same time has to do with the leadership training opportunity that we unexpectedly came upon. This will be discussed more fully later. Still another reason is that the children get to know more people as people, and this broadens their understanding of human nature on a direct experience level.

The program at Level IV in the first semester consists of six units. Each unit is three weeks in duration. The first three units which together last for nine weeks are an orientation to the program. Basically this is a review of parts of the Activity Guides levels A, B, I, II and III. These are fundamental activities designed to establish the program for the remainder of the school year. (See page 1.) It

is recommended that at the outset, this material be presented in the traditional manner of the teacher as leader to a group of from eight to fourteen children alternating groups each day without an outer ring of child observers. The teacher should then steadily work toward the arrangement of two concentric rings of children (the inner ring as participants and the outer ring observers) with a child leading the activity.* This recommended plan is delineated as follows:

First three-week unit: (Semester One)

Work with one-third of the class only and make the best kind of arrangement possible for the remainder, such as an assignment at their seats, physical education activity outdoors with another adult such as an aide, or the assignment to listen to the circle session from their seats, whatever is most feasible. Sometimes team teaching approaches are possible for some teachers. On the next day, work with a different third of the class and so on. Some of the activities have to either be sacrificed or condensed. See the diagram of Stage one, page xviii.

Second three-week unit:

Work with one-third of the class, and have several better controlled children sit as observers or participants in an outer ring, according to their readiness. The next day work with another third of the children and the next day the last third of the class, following the basic idea of having only better controlled children in the outer ring. The more that these children can participate in a controlled fashion, the better. Some teachers place an empty chair in the circle so a listener may come in from the outer circle to participate if he wishes to – then returning to his seat after he has had a turn to speak. See the diagram of Stage two, page xviii.

Third three-week unit:

Each day, work with a different group of one-third of the children in the central ring. All of the rest of the class, except for those who are the most poorly controlled, sit in the outer ring as soon as they can do so in a controlled fashion. Work out some feasible arrangement for those few children who are poorly controlled, but it should be made clear to them that they are wanted and will be included as soon as they can demonstrate sufficient control. In these cases, an aide or volunteer assistant, such as a child from an upper grade level, can work with these children. See the diagram of Stage three, page xviii.

Continued–

*One successful variation of this procedure is to allow the children in the outer ring to verbally participate instead of being restricted to the role of observers. This occurs in those classes where a large number of children have developed good self-control. When this procedure is followed, thirty minutes is allowed for the session.

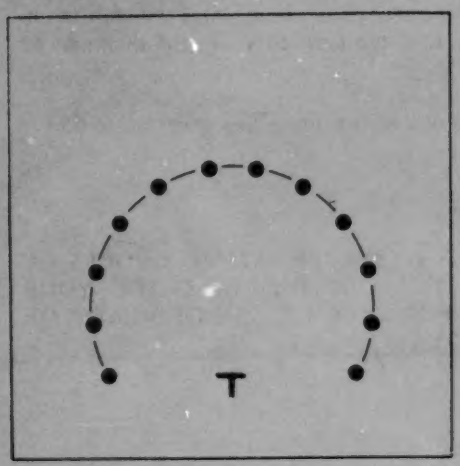
Remainder of School Year:

One-third of the class are in the central ring and all of the rest of the children are in the outer ring. The next day a different third are in the center, and the following day the last third have the center. At the close of the session, ask the children in the outer rings about what the children in the circle said, thereby placing in them the responsibility to listen carefully. See the diagrams of Stage four and alternates, pages xviii and xix.

At this time begin bringing in children to serve in the role of leader-trainee. See pages 62 to 65 for a complete description of the child-leader concept.

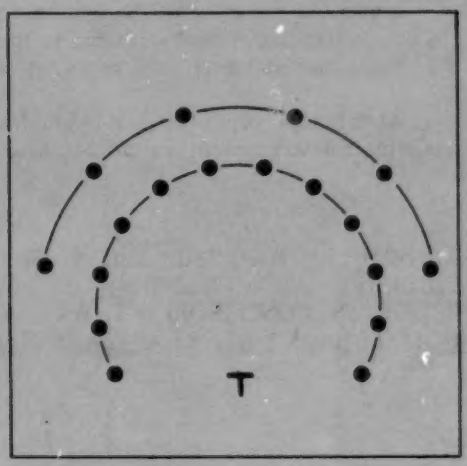
REMEMBER THAT THE ABOVE OUTLINE IS ONLY A RECOMMENDATION. GROUPS OF CHILDREN AND TEACHERS DIFFER WIDELY. USE THE OUTLINE TO GUIDE YOUR PROGRESS. DON'T FORCE THE CLASS INTO A STAGE FOR WHICH IT IS NOT READY OR HOLD IT BACK WHEN IT APPEARS TO BE READY FOR ADVANCEMENT.

Four-Stage Sequence of Group Size and
Physical Arrangements at Level IV (Fourth Grade)



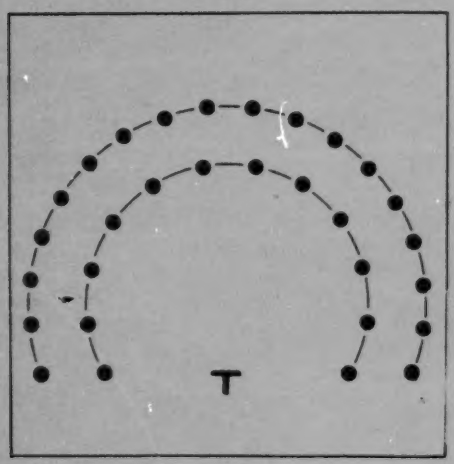
12

Stage 1
First Three Weeks



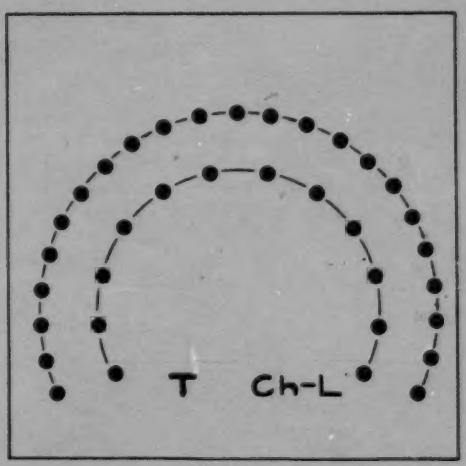
18

Stage 2
Second Three Weeks



30

Stage 3
Third Three Weeks

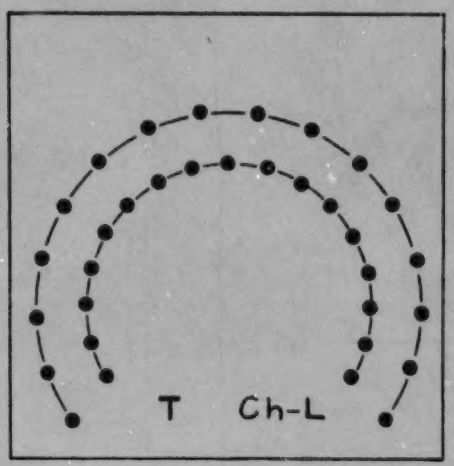


35

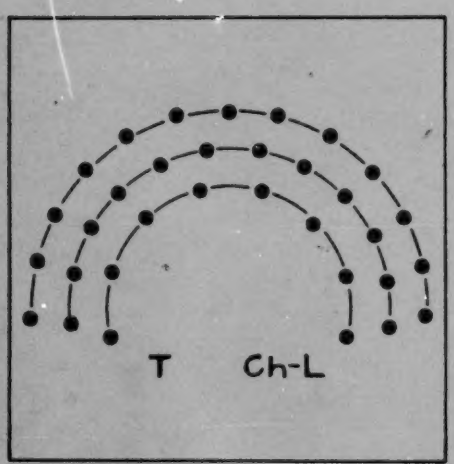
Stage 4
Remainder of School Year
(Beginning Unit 4, 10th Week)

T – Teacher Ch-L – Child-Leader

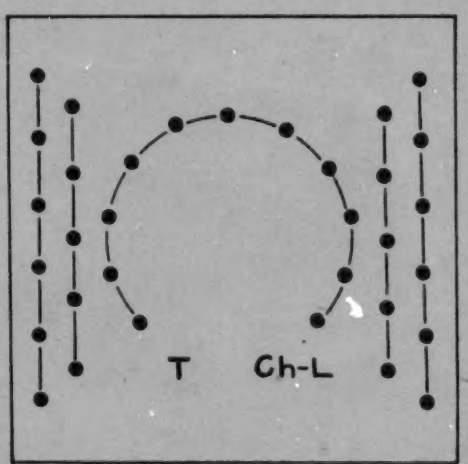
Suggested Group Size and Physical Arrangements – Level IV (continued)



Stage 4
(as pictured on previous page)



Alternate



Alternate

Stage 4 is ideal, but these alternate arrangements have proven adequate if seating arrangements impose some limitation. It may be preferable that the children in the central areas be seated on the floor, with the children in the outer areas seated in chairs for maximum mutual visibility.

T – Teacher Ch-L – Child-Leader

ACTIVITY GUIDE

LEVEL IV – Part I

First Semester:

First Nine Weeks – Basic Orientation Activities:

Unit 1 – Three Weeks on Awareness

Unit 2 – Three Weeks on Mastery

Unit 3 – Three Weeks on Social Interaction

Second Nine Weeks – Beginning Experience in Children's Choice and Child Leadership:

Unit 4 – Three Weeks on Awareness

Unit 5 – Three Weeks on Mastery

Unit 6 – Three Weeks on Social Interaction

THE FIRST NINE WEEKS

Level IV.

Units 1, 2, and 3, comprising the first nine weeks of the school year, have been designed as an introductory phase to the program. This orientation period includes three weeks with each of the principal growth areas of the program: Awareness, Mastery and Social Interaction. The activities within each three-week unit cover aspects of the total program dealing with both positive and negative topics. They are fundamental activities which progressively build in a sequential and cumulative manner to orient and provide an initial overview of the program to the teacher and children.

If the situation is ideal or close to ideal, the class will be working toward establishing the physical arrangement of two concentric rings of children, pictured in the diagrams on pages xviii and xix. (Pages xv to xvii describe the recommended group size and physical arrangements for Level IV. The class will be ready to begin the children's choice and child leadership training experiences provided for in Unit 4, which is begun in the tenth week and progresses through the school year. (Pages 62 to 65 describe the child leadership plan.)

LEVEL IV

Overview for the Semester

First Semester

Unit 1 – Three Weeks on Awareness

Week 1 – Good Feelings and Bad Feelings
Week 2 – Pleasant and Unpleasant Thoughts
Week 3 – Positive and Negative Behavior

Unit 2 – Three Weeks on Mastery

Week 4 – "My Powers to Be and Do"
Week 5 – "How I Got What I Needed"
Week 6 – "How I Got Into Trouble"

Unit 3 – Three Weeks on Social Interaction

Week 7 – Getting and Giving Approval
Week 8 – Getting and Giving Disapproval
Week 9 – Getting Attention

Unit 4 – Three Weeks on Awareness

Week 10 – Exposure to Awareness Activities: Feelings and Fantasy
Weeks 11 & 12 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 5 – Three Weeks on Mastery

Week 13 – Exposure to Mastery Activities: Assertion and Risk
Weeks 14 & 15 – Experience in Mastery Through Children's Choice and Child Leadership

Unit 6 – Three Weeks on Social Interaction

Week 16 – Exposure to Social Interaction Activities: Control and Consideration
Week 17 & 18 – Experience with Social Interaction Through Children's Choice and Child Leadership

LEVEL IV

AWARENESS

Three-Week Unit on Feelings, Thoughts, and Behavior

First Semester (Weeks 1 – 3)

Unit 1

Week 1 – Good Feelings and Bad Feelings

Week 2 – Pleasant and Unpleasant Thoughts

Week 3 – Positive and Negative Behavior

LEVEL IV

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday:	Having Good Feelings
Tuesday:	Having Good Feelings (con:'d)
Wednesday:	Having Good Feelings and Bad Feelings, Too
Thursday:	Something That Made Me Feel Bad
Friday:	I Felt Good and Bad About Something

Unit 1

Week 1 – Pleasant Feelings and Unpleasant Feelings

Monday – Having Good Feelings

Discuss with the children how everyone has good feelings and bad feelings. These are two of the feelings we have. Today we are going to tell about good feelings that we have, about something that gives us a good feeling.

To get the ball rolling, you may wish to go first.

Tell the children something that makes you feel good and tell what it is about the thing that makes you feel good; e.g., that is useful, it looks or feels nice, or is fun to do something with.

The main emphasis today is upon having the children observe how a circle session works. They also have a chance to practice their listening abilities while one child at a time expresses in words how something gives him a good feeling.

While in the early sessions emphasis is on learning the procedure and giving attention, gradually the emphasis should be shifted more to the emotional experience, itself.

Ask open-ended questions. Try to have each child tell as much as he cares to about something that makes him feel good, without allowing any child to monopolize the time and without forcing any child to speak up if he is not ready. Reticent ones will probably all talk extensively in due time. Do not become impatient if silences occur. The children need time to think and to gather courage.

Show acceptance for what he says when it is his turn. Be sure to model good listening behavior and show appreciation for good listening. Ask children to repeat what others have said. Do this yourself.

At the end of the session, ask the children what they learned. Through discussion, help them to see how the circle has many benefits for them, such as learning more about their own feelings, the feelings of others, about talking, and about learning to listen and pay attention to the feelings of others.

Evaluate together the manner in which the session proceeded.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Tuesday – Having Good Feelings (cont'd)

The activity is the same as yesterday. Today the children are more experienced with the general procedure and rules. More of the emphasis can now be placed upon their descriptions and explanations about how they feel good.

After each child describes his good feeling, let him and the group know that you understood him by commenting in an accepting manner about what he said. Invite other children to do the same. Show your appreciation to the child for "telling us and letting us get to know you better."

Try to get every child to express himself, but be patient with those who are reticent to speak or who have difficulty in expressing themselves in words.

After all who are going to express themselves do, discuss with the children how some of them are made to feel good about the same thing, but some other children are made to feel good by different things. Through discussion, help them to see that people are all alike in some ways, yet different in some ways, too.

To summarize further, ask the children, "Why do you think it is helpful to us to talk about our feelings?" Help them to understand cognitively the reasons for having a circle session.

As a group, evaluate the way the session proceeded with respect to conduct and attentive listening. Ask the children to suggest ways they might improve.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Wednesday – Having Nice Feelings and Bad Feelings, Too

If you feel that the children are growing in their ability and willingness to listen carefully to what the other children have to say, be sure to tell them. Make any other positive comments that you feel, also.

Review briefly with them that we have been talking about our good feelings, how things can and do make us feel good.

Introduce the idea that besides good feelings, we all have bad feelings too, and there can be many different kinds of bad feelings. We can be afraid, angry, feel helpless, alone, or unable to do something well. If we cut ourselves, that hurts, and that's a bad feeling too.

Be ready to go first, demonstrating to the children that you had a bad feeling and that you are willing and able to talk about it. Gently ask them to "remember" something that gave them some kind of a bad feeling. Have each child, taking turns, tell as much as he wishes about what made him feel bad and what kind of a bad feeling it was (helping him to label it "scared" or "mad" or "pain", etc.). Assure him that it is O.K. to tell about a bad feeling in the circle.

Expect several of the children to have difficulty "remembering" something that made them feel bad. Don't press these children to tell of a bad feeling. Rather say to them individually, and to the circle, that everybody has bad feelings almost every day, but that it is sometimes harder to remember those happenings and also harder for some of us to tell about them. But as we can, we learn how to put things into words better. Then we will find it easy to tell about most of the bad feelings.

In the summary discussion, help the children to realize that we all at times have bad feelings and that in a circle session we learn that we are not the only ones.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Thursday – Something That Made Me Feel Bad

Review with the children what they have been doing in the circle, and mention to them specific progress you feel they have made in conduct or understanding the purpose of the activities.

Tell the children that today we are going to tell again about something that made us feel bad, either a little or a lot, but something that gave us a bad feeling.

Again, be ready to go first if necessary. Give a recent personal example and tell about several different aspects of the event in terms of when it was, where it was, what happened, how it made you feel bad, and what the name of the bad feeling is.

Then, without pressuring or allowing him to monopolize the time, try to get every child to tell as much as he can about an experience that gave him a bad feeling.

Through discussion at the end of the activity, help the children to see that they are learning some very useful lessons about their own feelings, about other people's feelings, about talking, and about listening and paying attention to other people.

Week 1 – Pleasant Feelings and Unpleasant Feelings

Friday – I Felt Good and Bad About Something

Review with the children what they have been doing, and how well they are learning to express themselves.

Today we are going to do something that is perhaps a little hard, but very important. We are going to think real hard and tell about one thing that happened to us that made us feel good in one way, but still it made us feel bad too, in another way.

You will probably need to go first. Give the children a personal illustration of something that happened to you recently that made you feel good in one way, and yet bad in another way. Tell only enough so that they understand the assignment, but do not allow them to become engrossed in your dilemma. They will learn best by expressing themselves.

Try to get each child to tell about his mixed feelings of pleasantness and unpleasantness, in relation to some actual recent event he experienced.

Show your appreciation to the children for their contributions and attentive listening.

In the summary discussion, note together that there are many events in life in which we can and do feel both ways, good and bad. Briefly evaluate the session with the children as participants in the evaluation at the end of the session.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday:	Having Nice Thoughts
Tuesday:	Having Nice Thoughts (cont'd)
Wednesday:	Having A Nice Thought And A Bad Thought
Thursday:	A Very Bad Thought That I Have
Friday:	I Had A Nice Thought And A Bad Thought About Something

Before you begin this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Monday – Having Nice Thoughts

Discuss with the children that we all have two main kinds of thoughts, pleasant thoughts and unpleasant thoughts.

It is not always easy to tell the difference between a feeling and a thought. A feeling has to do with a sensation, like tasting something that feels good. You feel it with your tongue. It might be ice cream, and tastes good or feels good. But if you have an idea about ice cream, you can't feel or taste that; you can only think about it, and that is called a thought. It is a nice thought, but it is not a feeling.

Show the children a box that you have with something inside that you consider to be nice or pleasant in some way to practically everybody, and tell them that each will have a chance to tell his thought about a nice thing he thinks might be inside.

Give every child a turn to speak. Ask each child to tell what kind of feeling his thought gives him. Show the child that you understand and accept what his feeling is.

Through discussion help the children to see that people's thoughts and feelings about nice things are similar in some ways and different in other ways.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Tuesday – Having Nice Thoughts (cont'd)

Review with the children what the activity was yesterday, going slowly over each point, encouraging the children to tell in their own words, as much as possible, what the different points were.

Since there was so much covered yesterday, today's emphasis is upon consolidation.

After the review, invite the children to guess again about a different item that you have placed in the box, and that they have, of course, not seen.

Again, keep the emphasis on the "nice thought" rather than on the guessing aspect.

After each child tells his nice thought, encourage that child to tell as much as he can about the feeling his thought gives him.

After everyone who wishes to participate has had a chance, review carefully as a group what each child said. Discuss in an accepting way how we sometimes think and feel the same and sometimes differently from each other.

Through discussion, identify as a group the things about the circle that are interesting and helpful to us.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Wednesday – Having A Nice Thought And A Bad Thought

After a brief review of Monday's and Tuesday's sessions, discuss how last week we learned about good feelings and bad feelings, and that all people have both kinds of feelings. In some ways our feelings are alike, and in some ways they are different.

Thoughts are like feelings. All people have them. We all have nice thoughts, and we all have bad thoughts, too.

Today we are going to guess what nice thing it might be and tell how it makes us feel; and then guess what bad thing it might be and tell how it makes us feel. Encourage the children to tell about the feeling these thoughts give them.

When all have had a turn, review with the children how, just as with feelings, we can have thoughts that are the same as other people and that we also have thoughts that are different from other people's thoughts.

Further guide their discussion around the idea that whether something is thought of as being a good thing or a bad thing has a great deal to do with the person who thinks it, because sometimes what is a nice thought for one person would be a bad thought to another person. Everybody is a little different from everybody else.

As time permits, briefly evaluate the activity as a group.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Thursday – A Very Bad Thought That I Have

Briefly review with the children the activities about nice thoughts and bad thoughts.

Guide today's activity by beginning to discuss with the children how it is normal to have bad thoughts, just as it is natural to have bad feelings. Some people do not understand the difference between having a thought about doing something that is bad and actually doing that thing. It might be bad to do it, but it is very hard for a thought to harm someone.

Gently encourage each child to tell about a time when he had a thought about doing something bad but did not do the bad thing. Ask him how he felt then and how he feels now.

Help them to see that if they can understand the difference between thinking something and doing it, then they do not have to be afraid of even their worst thoughts.

Be sure that you take your turn, going first if necessary.

Week 2 – Pleasant Thoughts and Unpleasant Thoughts

Friday – I Had a Nice Thought And A Bad Thought About Something

Briefly review with the children this week's activity on nice thoughts and bad thoughts, emphasizing that both kinds of thoughts are natural and normal, and that all people have both good thoughts and bad thoughts.

Guide the discussion to bring out the idea that some people do not know the difference between thinking and acting. They think that because they have bad thoughts, they are bad people. These people try to hide their bad thoughts, and because they hide them, they become even more convinced that they are "different" in a bad way from other people.

Today we are going to talk about situations in which there is a nice thought and also a bad thought. Give the children some personal experience, such as a visit to the dentist, where the nice thought is that the pain will be stopped or the tooth saved, but the bad thought is not knowing what may happen, or that there might be even more pain for a little while.

Help them to see that most things that happen in life have some good part and some bad part, too.

Encourage them to show you that they understand this point by giving each a turn to tell of some situation, what the good thing was (or will be) and what the bad thing was (or will be). Ask them to tell about their feelings about these thoughts.

When all have had a turn, discuss with the children their growing understanding and ability to express themselves in words.

Unit 1 – Three Weeks on Awareness: Feelings, Thoughts, and Behavior (Simple and Mixed)

Week 3 – Positive Behavior and Negative Behavior

Monday:	Positive Behavior
Tuesday:	Negative Behavior
Wednesday:	Positive Behavior
Thursday:	Negative Behavior
Friday:	Positive and Negative Aspects of Given Behaviors

Before beginning this week, it is recommended that you re-read *Leading the Circle Session*, pages xi to xiii.

Unit 1

Week 3 – Positive Behavior and Negative Behavior

Monday – Positive Behavior

Discuss with the children how there are two kinds of things that people can do. They can do things someone considers to be a good thing, and this is called "doing something that is nice." Or, they can do something that somebody considers to be a "bad" thing, and this is called "doing something that is bad."

Guide the discussion toward the idea that something is either good or bad because that is the way someone thinks or feels about it. That is their opinion. As an example, tell them about two boys playing checkers. The first boy wins, and he considers that to be a "good" thing. But the second boy loses, so he considers the game to have been a "bad" thing.

Tell the children something that you did that you consider to be a "good" thing, and then tell them your reason for thinking it was good. Tell how it makes you feel.

As soon as the children understand, ask them each to tell of some event or action that they were involved in which they considered "good." Ask open-ended questions such as, "Could you tell us more about that . . .?" to elicit descriptive and unlimited expressions from the child.

As soon as each child tells his event have him give some reason why he considered it to be a "good action." Ask him to tell how it makes him feel. Accept what he says.

Be sure to show appreciation for good listening. Reflect to the children what you heard them say. Ask other children to do the same.

At the end of the session, ask the children what they learned. Through discussion, help them to see that the circle activities provide a chance to learn more about other people, and themselves too.

Week 3 – Positive Behavior and Negative Behavior

Tuesday - Negative Behavior

Review with the children how yesterday each had a chance to tell about something that happened to him, or that he did, that he considered to be a good thing. Especially remind them how they gave their reason why they felt it was a good thing or good behavior and how they felt about it.

Today we are going to talk about something that happens that someone considers to be bad, like the boy who lost at the checker game.

Tell the children something that you did or that happened to you, that was bad as far as you are concerned because it made you feel bad in some way.

Give each child the chance to tell about some personal event that was bad as far as he is concerned. As soon as the child tells what happened, ask him to tell his reason why he feels that this was a "bad" thing. Do not grow impatient if silences occur. The children need time to think. If necessary repeat the task again.

Help the children to recognize that:

1) – Whether a piece of behavior is "good" or "bad" is often a matter of opinion, which can differ from one person to another.

2) – "Bad" behavior is almost always thought of as being bad because it caused someone some kind of a bad feeling.

Week 3 – Positive Behavior and Negative Behavior

Wednesday – Positive Behavior

Ask the children to briefly review what we have been talking about so far this week.

Today we are going to do the same thing, but this time each child will tell about two or three different people (including himself) who were present at the time of an event he describes and thought it was a "good" thing to happen.

After each child tells about his incident and who the people were that thought it was a "good" thing, then have him tell as much as he is able about why each person felt it was a good thing. Ask him how he felt about it – then and now.

Briefly summarize the session together. Ask the children to show how they know whether something is "good" or "bad" is a matter of personal opinion.

Week 3 – Positive Behavior and Negative Behavior

Thursday – Negative Behavior

Remind the children that on Tuesday we talked about something happening that we thought was a "bad" thing.

Today we are going to talk about another "bad" thing that happened, or that we did, but this time we want it to be something that two or three people who were there felt was a "bad" thing. Ask each child to tell how he knows how they felt. Ask him how he felt – then and now.

Give only as much encouragement as is necessary. Gently encourage every child to take a turn and be sure to show appreciation to the children who speak and who listen attentively.

Week 3 – Positive Behavior and Negative Behavior

Friday – Positive and Negative Aspects of Given Behaviors

This week we have been talking about good and bad things that happen or that we make happen.

Guide the discussion to center around the concept that something that happens is either "good" or "bad" because of the good or bad feelings that were produced in someone. The same checker game can produce a good feeling in the winner and a bad feeling in the loser at the same time.

Sometimes when something happens to us or when we make something happen, it can produce mixed feelings in us, make us feel good in one way but at the same time bad in another way.

Give the children a recent personal example, going into just enough detail so that you are sure that everyone sees the point. Be sure to describe your own good and bad feelings.

Then give each child a turn to tell about the thing that happened or that he did that gave him both good feelings and bad feelings. Encourage each child to tell as much as he can about the event that is relevant to today's activity. Ask him to describe how he feels about it.

Show your appreciation to each child immediately after his turn for taking on a difficult challenge and responding so well.

MASTERY

Three-Week Unit on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

First Semester (Weeks 4 – 6)

Unit 2

Week 4 – "My Powers To Be and Do"

Week 5 – "How I Got What I Needed"

Week 6 – "How I Got Into Trouble"

Unit 2 – Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 4 – "My Powers To Be and Do"

Monday:	Energy Is The Ability To Work
Tuesday:	Self-Control Is The Power Not To Do Something That You Can Do
Wednesday:	Having Many Kinds Of Self-Control
Thursday:	Protection Against Harm By Doing Something
Friday:	Protection Against Harm By Not Doing Something

Week 4 – "My Powers To Be And Do"

Monday – Energy Is The Ability To Work

Introduce the idea to the children that there is something that we all have and it is called energy. Energy is power or the ability to work, to do things.

Tell the children that you have power, that you can do many things. You can walk and talk and get dressed and read and write and you can do just hundreds of other things.

Ask each child if he would like to tell us one or two things that he can do, especially those things that he feels sure that he can do, those things that he feels most confident about.

Listen neutrally. Ask for the child to describe his feelings about his ability and how proud he must feel to know that he has these powers. Use the words "you can" for what he said he could do.

At the end of the session, review as a group what each child said. Evaluate the manner in which the session proceeded.

Week 4 – "My Powers To Be And Do"

Tuesday – Self-Control Is The Power Not To Do Something That You Can Do

As an example, discuss with the children how the ability to talk is a power, but we also have the ability to keep ourself from talking. This is an example of having the power to do something, but not doing it, even though we feel like doing it. This is called *self-control.* And this is one of the most important powers that people can have.

Give as many personal examples as necessary to help the children understand well enough, so that each can give an example of his own.

Ask each child to tell one thing that he has felt like doing, but did not do, because he used his self-control, his power not to do something that he wanted to do. Part of tomorrow's activity will be to tell what stopped him from doing what he felt like doing.

Praise his contribution using the words, "*you can* use self-control". Ask him how it makes him feel.

Summarize and evaluate the session as a group.

Week 4 – "My Powers To Be And Do"

Wednesday – Having Many Kinds Of Self-Control

Discuss with the children how yesterday we mentioned one thing that we had the power to do, and wanted to do, but instead of doing it we did not do it; we used self-control.

First tell what stopped you from doing the thing you felt like doing that you described yesterday. Now ask the children to give the reason that they used self-control instead of doing the thing they felt like doing.

Ask each child to tell as much as he can about how he thought it might be better not to do it, rather than to do it. Also ask him to tell about how he feels now about his reason for showing self-control.

Then ask each child to tell more things that he wanted to do, but thought it would be better not to do. As he does so, help him to see that he was using his power of self-control. Ask him how it makes him feel to know he used self-control. Identify with the children the different kinds of self-control that are described.

As a group, summarize and evaluate the activity.

Week 4 – "My Powers To Be And Do"

Thursday – Protection Against Harm By Doing Something

Discuss with the children how we all have many abilities, things we can do. In using our abilities,we can protect ourselves, another person, or an animal against harm. For example, when we see to it that our pet cat or dog gets fed, we are protecting that animal against the harm of hunger or dying of starvation.

Ask each child if he can give an example of something he was able to do and did,so that he or another person, or animal was protected from suffering some kind of harm. Ask him how he feels about his action.

Be sure to listen to the feelings behind the children's remarks. Provide opportunities for the children to show how well they listened to each other by reviewing together what each person said.

Summarize and evaluate the activity as a group.

Week 4 – "My Powers To Be And Do"

Friday – Protection Against Harm By NOT Doing Something

Review briefly with the children what we have been talking about this week. In the first place, we all have energy which is the ability to work, or to do things. And we are proud of the things we can do because we like to be able to do things. It gives us a good feeling and it makes other people proud of us. We also have the ability *not* to do something that we might want to do. This is a power also. We call it self-control.

Yesterday we talked about using our powers to protect ourselves or another person or animal from harm – our powers to do. Today we want to talk about using our self-control – our powers not to do – as a way of protecting ourselves or another person or animal against harm.

Give a personal example of your own. Then give each child a turn, helping him to explain how the *not* acting protected him or some other person or animal from harm. Ask each child to tell how he feels about having used his self-control.

Review what each child said at the end of the session and summarize together to the effect that very often we all have a choice whether or not to use our self-control.

Unit 2 – Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 5 – "How I Got What I Needed"

Monday:	I Was Able To Get What I Needed
Tuesday:	I Couldn't Get What I Needed
Wednesday:	I Was Able To Get What I Needed
Thursday:	I Couldn't Get What I Needed
Friday:	How I Got What I Needed

Week 5 – "How I Got What I Needed"

Monday – I Was Able To Get What I Needed

To be able to get your needs met is the same thing as being effective.

Our purpose today is to first allow each child to remind himself and the others that he can get some need met. This tends to foster a positive self-concept. Another major purpose is to allow the children to learn from each other about how to get their needs met, because all of them have about the same basic needs.

Be ready to take your turn first if the children appear to need a demonstration of what is expected of them.

As in all circle sessions, benefit stems from listening to the other children. It is extremely important to check frequently in a number of ways to make sure that all are listening.

Model good listening yourself and periodically ask the children to summarize how some child effectively got some particularly universal need met. In this way the real lesson has eminated from the child rather than from you. By being exposed to constructive solutions to problems, each child should learn some ways to function more effectively.

Guide the group discussion in the summary around what has been shared. Concentrate on the good feelings each child reports about how he experienced himself as effective and also on finding out how other children became effective.

Evaluate as a group the manner in which the session proceeded.

Week 5 – "How I Got What I Needed"

Tuesday – I Couldn't Get What I Needed

The basic purpose of this lesson is to open the door in the children's thinking to the idea that they themselves and other children can come up with helpful suggestions.

Expect that many of the suggestions will be silly or inadequate. The children have had very little experience in being allowed to serve as problem solvers. Nevertheless, the children should be encouraged to try and should be thanked for making some suggestion, even though it has no value in your opinion.

Ask the children to each tell about a time when they couldn't get what they needed. After the problem is stated, ask the group if anyone has a suggestion for the person who had the problem. As each suggestions is made, the child who has presented the problem is asked if the helpful suggestion is one that fits and he will be able to use. If he says "No," then drop it, and go to the next suggestion. But if the child hears a suggestion that sounds good and he wants to try it, then start a new round with another child's problem.

Ask the children to tell how it feels to give and receive helpful ideas. Focus on their feelings.

Part of being effective is being willing and able to give and to listen to helpful suggestions. Guide the children toward expression of these concepts.

Week 5 – "How I Got What I Needed"

Wednesday – I Was Able To Get What I Needed

See Monday. The activity is the same. This time, however, the children should be able to express themselves more adequately and more completely because of the practice they have had the past two days.

As usual, review as a group what each child said, focusing on his feelings. Summarize the activity, concentrating on the good feelings that come from experiencing yourself as being effective and from finding out how others become effective.

Week 5 – "How I Got What I Needed"

Thursday – I Couldn't Get What I Needed

This is a repeat of Tuesday. The emphasis is on having the opportunity to give and to listen to helpful suggestions from the other children.

Thus the children are allowed to teach each other. How it pays to listen is also emphasized. To the extent that the helpful suggestions are appropriate and the children can apply them, they will become more effective.

After a review of what each child has said, summarize together how it is good to have a chance to learn how to give and how to receive helpful suggestions.

Week 5 – "How I Got What I Needed"

Friday – How I Got What I Needed

As the children are now fairly well versed in how to talk about getting needs met, they should be encouraged to go into more elaborate descriptions of important needs they wanted met and how they went about accomplishing this.

Encourage full cross-comments among the children, in terms of whether that is what they would have done or if they would have had a different way to solve the problem.

Invite the group to review what each child said, focusing on his feelings. Then summarize what has been accomplished throughout the week, bringing out the basic ideas that we can all experience ourselves as being effective and as having limitations too. We can help each other if we are willing to listen and try to understand. Concentrate on how it is helpful to us to have learned these important things.

Unit 2 – Three Weeks on Mastery: Self-Confidence, Self-Sufficiency and Effectiveness

Week 6 – "How I Got Into Trouble"

Monday:	I Didn't Know I'd Get Into Trouble
Tuesday:	I Knew I'd Get Into Trouble If I Did It
Wednesday:	There Was No Way To Avoid Trouble
Thursday:	Somebody Got Me Into Trouble
Friday:	The Worst Trouble I've Been In

Week 6 – "How I Got Into Trouble"

Monday – I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

The major purpose of this activity is to help the children to become more effective by learning how to get their needs met without getting into trouble.

Another purpose is to help the children to realize that they are not necessarily bad just because they got into trouble. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen. They can learn to avoid a lot of trouble just by listening carefully.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely and they do love a little adventure.

Ask them to tell how they felt at the time of the incident – and now.

Be sure that every child has a turn and that you take your turn too. The children will be delighted to hear how you got into trouble too, in some way – now, or as a child.

Invite the children to review what each child reported, focusing on the feelings he had. Ask them to summarize the activity around the points mentioned above.

Evaluate together the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Tuesday – I Knew I'd Get Into Trouble If I Did It

This is a different kind of trouble, resulting from factors other than inexperience. It is a very common problem.

Even though we know we are going to get into trouble, we sometimes go ahead anyway. But there usually is a "special" reason.

Encourage each child to explain how he proceeded to get into trouble even though he knew it would happen, taking your turn first if need be.

As each problem situation is presented, invite the children to come up with helpful suggestions for each other so they can deal with the problem in a better way when it comes up again.

Try to be sure that every child gets a turn. If time is a limitation, the emphasis should be placed on the problem-solving aspect. Focus on the feelings that accompany helping each other solve problems.

Summarize to the effect that we always feel that we have a good reason to do what we do, but that someone else may not feel that it is such a good reason.

Week 6 – "How I Got Into Trouble"

Wednesday – There Was No Way To Avoid Trouble

This is a minor variation of the cue that was given yesterday. The purpose is to increase the children's repertoire of coping skills, so that they can learn how to make a better adjustment.

This is accomplished much in the same vein as yesterday, by having the children each tell of an episode, and as soon as each child is finished, the other children are invited to supply them with new ideas that might help the next time.

In addition to the helpfulness aspect and its accompanying feelings, the matter of how important it is to listen may be focused upon, reminding the children how they might learn something of value to them, even while a suggestion is being made for another child.

The summary should be made in keeping with the kind of helpful ideas that come up generally, and why it is good for us to share together in this way.

Evaluate as a group the manner in which the group proceeded.

Week 6 – "How I Got Into Trouble"

Thursday – Somebody Got Me Into Trouble

The main purpose today is to help the children to recognize more clearly the measure of responsibility that they may have had in causing the trouble that, as they see it, someone else caused.

Whichever way the trouble arose, helpful suggestions should be elicited as usual.

If it seems that the child has ignored his role in causing the trouble, the other children should be invited to help him to see how he might have had something to do with causing the trouble. For example, a child may feel that he got into trouble because some child told him to do something. But, another child may point out to him that *he did not have to* do the thing. That was *his* part in it.

It is especially important that you be willing to go first today – allowing the children to point out alternatives to you. The benefits are that the children will either get some helpful suggestions or else their tendency to deny their responsibility and to project it onto someone else will be reduced.

You will need to guide this activity very closely, allowing no child to become derogatory or critical of another. Rather, place the emphasis on how we can sometimes help by pointing out things to each other that we can see that the other person can't see.

As a summary, invite each child to tell his personal meaning of today's activity.

Week 6 – "How I Got Into Trouble"

Friday – The Worst Trouble I've Been In

The children have now had several days to learn to feel comfortable and to use the language relating to trouble. Today, opportunity is provided for each child to talk about something which may be troubling him.

By this time, the children are very aware of the accepting atmosphere and the procedure of making helpful suggestions.

As time permits, try to be sure that every child who wishes to has a turn. Focus on his feelings rather than the content of his story.

As a summary, encourage the children to discuss the broader meaning of today's activity.

LEVEL IV

SOCIAL INTERACTION

Three-Week Unit on Understanding How People Affect Each Other

First Semester (Weeks 7 – 9)

Unit 3

Week 7 – Getting and Giving Approval

Week 8 – Getting and Giving Disapproval

Week 9 – Getting Attention

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 7 – Getting and Giving Approval

Monday:	I Did Something That Somebody Liked
Tuesday:	Somebody Did Something That I Liked
Wednesday:	I Did Something That Somebody Liked
Thursday:	Somebody Did Something That I Liked
Friday:	We Did Something For Each Other

Unit 3

Week 7 – Getting and Giving Approval

Monday – I Did Something That Somebody Liked

There are four ways that people affect each other. Tell the children you can please people or displease them, and that other people can either please or displease you.

Today we are going to tell some examples of one of these four possible ways that people can affect each other; it is the activity, "I Did Something That Somebody Liked".

The basic purpose is to provide an opportunity in which the children can learn, by stating their own personal experience and by listening to the personal experiences of others, how somebody can do something that another person likes.

It will be easiest to get the children started, if you begin by giving a personal example of how you did something that somebody liked. In finishing your story, tell how you produced good feelings in the other person. Say that when you make another person feel good, that's the same thing as doing something they like. Tell by what behavioral signs you know that they felt good.

Give every child a turn. They will tend to be more elaborate in their productions if they are asked to tell a "story" about how they did something that somebody liked.

Show appreciation to each child in your own way for his contribution, but do not tell him what "good children you are", because next week we will be talking about doing things that people did not like. We do not want to give the children at that time the idea that they are bad. There are better tools to foster considerate behavior than old-fashioned moralizing.

Be neutral, summarizing as a group the essential thought at the end of each child's story. Focus on the feelings of each child at the time of the incident he reports, and now.

After a review of what each child has said, summarize to the effect that everyone can do things that another person will like, with the children doing most of the talking. Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Tuesday – Somebody Did Something That I Liked

Yesterday we told how we had done something that another person liked, that made them feel good. We can all do things that other people will like, and that will make them approve of us. This is the second interpersonal equation.

Another thing that happens between people is that *they* can do something that *we* like.

Give the children a personal example, showing how somebody, possibly a child in the group, did something that pleased you, how it made you feel good, and that you are grateful or appreciative. (Do not be concerned if the children do not understand all of the terms immediately; they will in time; all we are after, at this time, is the general theme which they will all understand.)

Give each child a turn to tell his "story" in which somebody did something that he liked. Asking open-ended questions, encourage each child to tell his story as fully as possible. Show appreciation to him when he is finished, and ask another child to give a very brief review of the main point, or do so yourself. Stress the point that it was something that he liked and ask him if he was grateful or appreciative.

When all of the children have had a turn, summarize as a group, in relation to the central and general points of today's activity.

Evaluate together the manner in which the group proceeded.

Week 7 – Getting and Giving Approval

Wednesday – I Did Something That Somebody Liked

This is the same activity as Monday.

Because of the last two days of practice, the children will probably be capable of much greater articulation today, and should thus be able to dwell more easily on the focal issues.

After everyone has had a turn, review together what each child said, giving the children the opportunity to demonstrate how well they listened.

Summarize with them, reviewing that we can all do things that another person will like, that will please him, or produce some other good feeling. When we do something that another person likes, he/she is probably grateful or appreciative.

Week 7 – Getting and Giving Approval

Thursday – Somebody Did Something That I Liked

This is a review of Tuesday's activity.

Because of the past three days of practice with the language and the concepts, there should be a deepening and broadening comprehension o. the basic ideas.

Give every child a turn, reviewing, summarizing, and evaluating in the usual fashion.

Week 7 – Getting and Giving Approval

Friday – We Did Something For Each Other

The purpose of today's activity is to provide the children with a beginning notion of the reciprocity aspect of social relationships. All human relationships must be mutually beneficial in some way, or else they sooner or later fall apart.

First, give an example in which you did something that pleased someone, and that person, in turn, did something that pleased you. Then listen in the usual neutral fashion to each child's story.

As each child finishes his story, show your appreciation to him, and review briefly with him the main points. Ask him if there was appreciation from one or both people, and if so, how he knew of the appreciation. It is not vital that the child be able to answer this question. He will benefit merely from having been asked. The appreciation issue is an important one, and it is the main motivator for continued thoughtful or constructive behavior.

For summary, invite the children to comment on how many different kinds of things people do for each other, and how nice it is when they can be sure there is appreciation.

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 8 – Getting and Giving Disapproval

Monday:	Somebody Did Something That I Did Not Like
Tuesday:	I Did Something That Somebody Did Not Like
Wednesday:	The Teacher Did Something That I Did Not Like
Thursday:	I Did Something That The Teacher Did Not Like
Friday:	We Each Did Something The Other Did Not Like

Week 8 – Getting and Giving Disapproval

Monday – Somebody Did Something That I Did Not Like

This is the third of the basic interpersonal equations: Other people can produce displeasure in us.

This equation is learned by having each child tell a "story" in which someone did something that he did not like, after you tell a personal episode of your own. Focus on how the action resulted in causing bad feelings.

New facets of human functioning appear. There is a universal tendency for us to forget our share in escalating a conflict, but to remember very well the other person's injustice upon us. This mechanism is called projection or externalization of the blame.

It is very beneficial for the children to come to understand externalization in a personal and subjective way, and to see that they are very prone to use this device to preserve the *image* of good self-esteem. But this understanding will result in a more meaningful form if the person who helps the child see his own externalization is another child, rather than the adult.

For this reason, the teacher should strive fully here to serve as a leader (one who serves and guides), rather than as a teacher (imparter of information). The secret of success is to get the other children to help the child, who is presenting, search into his own behavior to find a possible triggering act for the disliked behavior of the party complained against.

Be sure to show acceptance to each child for his contribution, but do not allow a child to misuse the helping role by putting down the other child.

Culminate the activity with a thorough review, focusing on the feelings of the children rather than the content of their stories. By repeating what they heard each other say, the children have an opportunity to demonstrate how well they listened and paid attention to each other.

Summarize as a group, focusing on how we are beginning to learn that we can help each other, by pointing out how we might have had some responsibility in another person's behavior toward us.

Evaluate the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Tuesday – I Did Something That Somebody Did Not Like

The purpose of today's activity, which is the fourth of the interpersonal equations, is to advance the children's ability to recognize, accept and understand the inescapable reality that they can sometimes bother other people. This is usually more difficult to face than what was experienced yesterday. However, after recognizing that other people have bothered them, they should be more receptive to recognizing that they too can bother others and begin to accept more responsibility for their own actions.

Even for many six-year-olds, admitting negative behavior can still be a rather sensitive area. Our task is to reduce the fearfulness associated with the honest recognition of their less-than-perfect selves. Through the accepting, non-moralizing atmosphere, the children gain the courage to look upon themselves with a higher degree of objectivity.

Break the ice by shedding your facade of being perfect. Relate an event in which you did something that somebody did not like. It may have been accidental or intentional. You will have to choose the ground where you can feel most comfortable yet reveal some behavior which bothered someone.

As the children are given the opportunity to volunteer this kind of a story, it will sometimes be found that quite a few of them have what seems to be a bad memory. Others will appear to genuinely believe that they have never done anything that bothered another person. The most frightened ones are those who present a blank look for the longest time.

Do not use any pressure to get a child to relate such an episode. Remember, our purpose is to reduce fear of being honest with one's self, not to increase this fear or the fear of the teacher. If only a few of the children develop enough courage to tell an episode, this will be enough examples to get this universalization point (everybody bothers people) across.

The purpose is *not* to get the children to tell a negative episode. This is an important vehicle, but our purpose is to help children understand that if someone shows them disapproval, this occurred because he made the person feel bad. We are attempting to help the children to develop more courage to face themselves as they truly are. Focus on the feelings of the people involved rather than the content of the story each child tells. Let him know you appreciate his courage to tell the story.

After a thorough review of what each child said, summarize, as a group, to the effect that just because we have bothered someone does not necessarily mean that we are "bad" people. It means that we bothered someone, and now if we want to stop bothering them, we know more about how to do it.

Evaluate together the manner in which the session proceeded.

Week 8 – Getting and Giving Disapproval

Wednesday – The Teacher Did Something That I Did Not Like

Discuss with the children how it takes a lot of courage to tell a grown-up something they did that you did not like. Say that you are trying to be the kind of a grown-up who likes to know if you do something that a child does not like, because then you can try to do something about it. If you do something that one of them doesn't like and you *don't know about it,* then there is not much that you can do about it.

As the children bring up things that you have done that they do not like (they will probably be most reluctant, but some will be able to do this), be sure not to take a defensive attitude. Just listen neutrally, whether the complaint seems valid or not. Help the child to verbally focus on the feelings in him that were engendered.

The major purpose of this activity is not to set things straight. Rather, it is to increase the children's courage to express resentments toward the teacher. This is best done by allowing them to do so and to find out that nothing catastrophic happens. Instead, they are listened to acceptingly and seriously. The child also becomes more in touch with his own feelings. He learns that you find his feelings (not necessarily his reasoning) acceptable and valid.

Make sure, before the session is completed, that each child who shares knows that right now things between you and him are fine. He may be worried about your relationship after bringing up something that you did that he did not like.

Some adults believe that children should not voice disagreement or resentment toward their elders. These adults should ask themselves if they prefer for these children to *pretend* respect, through fear, or if they would like to have the children genuinely give respect because they have admiration for the adult.

Summarize by discussing how they probably thought something terrible would happen when they talked about what you had done that they did not like, but, as they can see, nothing terrible has happened. As time permits, invite comments on how these resentments might be reduced in the future.

Week 8 – Getting and Giving Disapproval

Thursday – I Did Something That The Teacher Did Not Like

Tell the children how much courage they have been showing the past two days in being able to face up to the negative. Tell them that you are proud of their being so brave, and that you have a new, tough game to play.

Tell them that you want them to know something about you. It is the way you try to help children to become less afraid. (When children become less afraid, they don't think that they have to be perfect for you.) Tell them that you know they will bother you once in a while and you will try to understand and will still like them. Tell them that you appreciate their ability to be honest about things. Discuss with them how we've been in school for some time and each one has done some things that you did not like. Some things you remember and some have been forgotten.

Begin the session by telling of something you did as a child to displease your teacher. Give each child a turn to tell of something that he did that you did not like. Listen neutrally. *The purpose is not to judge; it is to keep the door of communication open, so that there can be better understanding.*

In response, be careful not to judge, but honestly tell how the incident made you feel, where you feel things went wrong, and how they might go better next time.

If a child makes some judgmental remark, diplomatically direct his attention away from the judgmental content. Help point out the feelings which lay beneath, for which acceptance should be shown.

With each child who shares, attempt to let him know that right now things are good between you and him. He may be anxious about the relationship after talking about what he did that you did not like.

As usual, review as a group what each child said and summarize the content of the session. Emphasize that it is helpful to know how disapproval is brought about and to give and receive suggestions on how to avoid pitfalls more often in the future.

Week 8 – Getting and Giving Disapproval

Friday – We Each Did Something The Other Did Not Like

Beside the obvious lesson implied in the name of the activity, the purpose today is to promote an orientation of understanding, rather than self-justifying escalation in conflicts.

Take advantage of the time today to give any children who did not have a chance to participate yesterday or earlier in the week an opportunity to speak. By now, more may have gathered the courage to do so. It may also be useful to give attention to any important "unfinished business" that may have been begun earlier in the week related to getting and giving disapproval. Remember always to help the child speak about his feelings which relate to his story.

As usual, review together what each child said, summarize, and evaluate the session.

LEVEL IV

Unit 3 – Three Weeks on Social Interaction: Understanding How People Affect Each Other

Week 9 – Getting Attention

Monday:	How I Got Somebody To Pay Attention To Me
Tuesday:	How Somebody Got Me To Give Him/Her Attention
Wednesday:	How I Felt When I Did Not Get Attention
Thursday:	I Gave Somebody Attention Because He/She Needed It
Friday:	I Did Not Know How To Get Attention

Week 9 – Getting Attention

Monday – How I Got Somebody To Pay Attention To Me

The purpose of today's activity is to show the universality and legitimacy of the need for attention. Secondary goals are to elucidate the different ways that people get attention, and to make it clear that there is a difference between getting attention by having people mad at you as compared to getting attention without getting anyone mad at you.

Because the need for attention is so fundamental, there must be an almost unlimited number of ways to get this need met, ranging from the most elegant style to the poorest possible form. For example, you can get attention by being funny, informative, dramatic, helpful, disruptive, destructive, ineffective, and so forth. One of the most common and acceptable ways to get attention is by giving attention in the form of a greeting.

You might use such an instance as your personal example and tell how you got attention in return for the attention you gave.

For many children of this age, attention may seem at first to be a rather abstract concept, but by Friday it will be familiar to all. Therefore, do not expect them to understand fully from today's activity alone.

Give as many examples as are necessary to get the children going on this one. Try to extend their notion of attention to something broader than just greetings. Be sure to reinforce good listening.

Ask the children questions that center around the issue of whether they got attention in such a way that pleased the person or displeased the person.

After reviewing together what each child told, summarize in accordance with the general concepts that arise from the children's examples.

Evaluate as a group the manner in which the session proceeded.

Week 9 – Getting Attention

Tuesday – How Somebody Got Me To Give Him/Her Attention

The purpose of today's activity is essentially the same as yesterday's. This time, it is approached from a different vantage point.

Not only do we want and need attention from other people, but other people also need to get attention from us.

Give an example of how someone favorably got your attention, and then give another example of how someone, whom the children don't know, unfavorably got your attention.

Give each child a chance to tell a story in which someone either got their attention in a pleasant way, or in an unpleasant way.

Show your appreciation to each child for his contribution, mentioning him by name.

Review by asking the children to repeat the main point of each child's story, thereby giving them the opportunity to demonstrate how well they listened.

Summarize the general points about attention that were brought out, stressing how everyone needs attention and how it helps us to understand people better by knowing this.

Week 9 – Getting Attention

Wednesday – How I Felt When I Did Not Get Attention

One way we can get a bad feeling is when some person, from whom we wish to get attention, ignores us instead.

Give them a personal example and let them know how your feelings were hurt. Then allow each child to have a turn to tell his story about how, instead of getting attention from whom he wanted it, he was ignored. Ask him to tell how it made him feel.

Do not discuss with the children whether or not that person was being mean. In the first place, we hardly ever know what really went on, because of both selective observational tendencies and equally selective tendencies in reporting events. Such situations must, therefore, be dealt with slightly tongue-in-cheek, but at the same time given a prima facie validity, in which you believe that what the child is telling you is very probably as honest and as accurate as he can tell it.

While it would probably be best for you not to take sides or get involved in any criticism or resentment, the field is wide open for whatever remarks any of the other children may wish to make. Try to guide the discussion around the basic purpose of the activity.

After reviewing, summarize by discussing together how all of us get our feelings hurt when we feel that we are being ignored instead of getting the attention we want.

Evaluate as a group the manner in which the activity proceeded.

Week 9 – Getting Attention

Thursday – I Gave Somebody Attention Because He/She Needed It

The purpose of today's session is to put the children in touch with the charitable side of their nature, and to help them to recognize that they each have the power to meet this great and fundamental need for attention that all people have.

Most children, unless specifically reminded, rarely see the powers they have to do good things for others.

Give the children a personal example of noticing that someone needed attention. Describe fully how you went about giving it in order to make that person feel good. Tell how giving the attention made you feel.

Tell them you bet they hadn't noticed that they all have done this same thing. "But we all do and now we are going to take a little time out and remind ourselves, and each other, how we have done this kind of thing." Ask each child to tell how it made him feel to do this kind thing.

If they run into trouble remembering, encourage some of those who catch on first to arouse the memory of the others.

Try to get everyone to have a turn and review what each child said.

Finally, summarize, as a group, to the effect that everyone needs attention, and every one of us has it within our power to give it.

Week 9 – Getting Attention

Friday – I Did Not Know How To Get Attention

This is a universal problem. And, as in almost all universal problems, it is good for the children to know that they are not the only ones who have it.

The major purpose of today's activity, however, is to allow the children to suggest to each other ways that they might have gotten attention where they were unsuccessful before.

Give a personal example, and see if you get one or more of the children to come up with a helpful possible solution that you could use next time. Allow every child who wishes to have a turn. Tell which suggestion sounds like one that you will be able to use next time.

Then give every child a turn. Immediately after each child presents his problem, go around and get as many different helpful suggestions as you can. When someone comes up with a suggestion that the child feels will work, let him say so. Then go on to another child to present his problem.

Summarize, as a group, the main points brought out in today's activity.

PHASES FOR TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

The age of readiness to acquire leadership skills for most children lies somewhere between their sixth and eighth birthdays. As in all aspects of readiness, if the child is presented with this challenge too early, time and energy are wasted, and the child will experience unnecessary frustration. On the other hand, if the child is not presented with the challenge at a time reasonably close to his stage of readiness, and time is allowed to pass, then his facility to easily acquire these skills gradually diminishes.

This Activity Guide provides for the children to begin to assume the responsibility of leadership, with the teacher's help, in the eleventh week.

Leadership training is best acquired in several stages. In the first stage of training the child observes you, and thus acquires the skills of leadership by observation and later by simple imitation. Secondly, the child acquires leadership capability by taking the risk of serving in the role of leader when you ask for a volunteer.

In the next stage of leadership training, the child sits along side of you and performs all of those activities that he has observed you being responsible for. You are now the leader-trainer. Lend support, encourage, and minimally guide the child as necessary. However, if a great deal of leadership training is required at any given session, then the child is experiencing failure rather than success. His leadership training should be tactfully stopped at this point and postponed temporarily to another day when he has either more experience in observing, more courage, or more readiness to try again. The good leader-trainer gives only enough guidance to keep the ball rolling in the early stage of leader-training.

As each child progresses in his acquisition of leadership skills, the good leader-trainer phases herself out of the leader-trainer role as rapidly as possible, until in the final stages, the child leader is effectively serving the needs of the group in a totally responsible way. At this point, one might say that the presence of the teacher is almost completely as a participant. She serves as a reinforcing agent for all of the constructive elements of a circle session, which is to move the children forward in the direction of becoming more aware, more self-confident, and more socially constructive.

Be sure to emphasize to the children that every child has leadership potential and that everybody can lead. All that is required is a little bit of courage and a lot of practice. Be as personal as possible when you make these remarks to the group. Try to convey to the children the feeling that you strongly believe in them. However, do not belabor this point; if anything is said too frequently, it begins to evoke doubts in the listener.

We shall assume that a child is going to be leading the present session. In this case, it would be best to allot approximately thirty minutes, and this should be broken up flexibly in your mind into three periods.

LEVEL IV

Period 1 . . . 5 minutes. In this introductory period you are the exclusive leader. Tell the class who the child leader is going to be, and that he will be the one who will take the responsibility for finding out which subject the class wants to discuss that day. (See the directions for the eleventh and twelfth weeks.)

Remind the children about good listening, and say that no child can serve them well as a leader unless he has the cooperation of the rest of the class in terms of respecting these standards. At this point, remind the children that the privilege of running their own circle session comes from the degree of responsibility that they can show in being well controlled and considerate of each other.

Then exchange places with the child who is going to be the leader for the day, and sit next to that child. A rearrangement of the seating should occur so that the child leader assumes the position where you sat, and you take the position next to the child leader.

Period 2 . . . about 20 minutes. To assist the child leader, read the names of the five activities of the present unit to the group, and ask the child leader to observe the raising of their hands as they vote for a particular game to determine roughly how many want to play that game. It is usually necessary, at this early stage, for you to go over the list of five activities two or three times and allow repetitive and multiple voting until the child leader declares which activity the most people want. At this point, the leadership is turned over, rather fully, to the child. Remind him that the main purpose today is to be sure that he is fair and gives every child a turn; that preferably no child should have two turns before every child who wants one has his turn. Be sure that you have your turn too.

Again, in this early phase, expect the sessions to be rather brief, lasting only ten minutes, because the child leader, due to inexperience, is lacking in the necessary skills to encourage the children to express themselves fully.

As soon as it is apparent that the child leader has called upon every child who wishes to have a turn that day, terminate his leadership by thanking him and changing places with him.

Period 3 . . . 5 minutes. Now you are again the leader. Your first task is to seek from the children an expression of appreciation for the fact that the child leader tried, and to then ask if there are any positive remarks to be made about the way he led the group.

Then shift your focus on the content of the day's activity and away from the leadership training aspect. In this phase, review briefly the feelings expressed, and guide a discussion which summarizes the significance of the specific remarks made by the individual children during the central portion of the activity. Ask the children questions which will elicit expressions about the benefits of the session. Finally, evaluate together the manner in which the session proceeded.

LEVEL IV

Further points to consider . . .

While some children have more leadership potential than others, every child can be a leader and can do a competent job, even though he may never become an expert.

While getting attention, recognition, and experience for himself, the leader maintains as his principal motive the opening up of each and every child so that he may have the opportunity to express himself as fully and as honestly as is possible. The leader is not an indoctrinator, but rather he is a facilitator of growth inducing expressions. He is sensitive to the *feelings* of the child who is expressing himself and does not get sidetracked by the less important matter of what the child is saying, which is the *content* of his remarks.

The constructive leader reflects to a given child what his feeling state is, in regard to what he is saying at the time. He seeks to promote spontaneous interaction among the children first, however, and tries to get the other children to respond to a child who is expressing himself. If necessary, he finally falls back on his own ability to reflect that child's feelings.

The leader is patient in his listening, and never hurries a child along. He is willing to listen and does so in a neutral and tolerant fashion. The only things a good leader does not tolerate are destructive comments and acting out. The good leader evokes to a maximum extent the expression of leadership abilities on the parts of as many other members of the group as is feasible, while still maintaining the focus on the basic subject of the day.

He is sensitive to the needs and readiness of the group to shift from one focal subject to another when such shifting is indicated.

The good leader is respectful at all times of all of the children and is appreciative of the opportunity to have the responsibility of being the leader. Further, he is appreciative of the constructive criticisms that are given to him toward the end of the session.

One of the hallmarks of good leadership is the dedication of the leader to provide those who are being led with a strong voice in the decision-making process. For this reason, the good leader serves the best interest of the group by helping to implement the wishes, desires, and needs of the majority, while recognizing and finding some way to serve the wishes, desires, and needs of the minority, even to the point where there may be a minority of only one. When children in the early and formative years share in the decision-making process; for example, when they choose the topic for the day, they are expressing themselves as true participants in the democratic process; they are not learning about democracy, but they are learning democracy by living in a democratic way.

The effective leader sees to it that the focal subject of the day's activities is adhered to and does not permit digressions that cannot easily soon return to the central concept.

The leader is fair and kind, but firm about encouraging good listening. He only asks enough questions of any given child to encourage that child to give maximum expression to his thoughts and feelings. A good leader does not put words into a child's mouth, nor does the

good leader make any critical comment in regard to whether or not he would react the same way, nor does he make any statement about whether he approves or disapproves of what the child has said or reported that he had done.

The good leader, whether it is teacher or child, is willing to listen to a critique of his leadership and is flexible enough to adjust his leadership techniques to whatever constructive criticisms are made.

At the end of a session, the leader sees to it that a number of children are given the opportunity to make a critical review of the meaning and value of the activity to them, in a general way, from the many specific things that have been discussed.

The more often a child serves in a leadership capacity, the greater becomes his awareness, his self-confidence, and his comprehension of social interaction. The child who is leading is practicing at being a responsible and considerate person. The more that he practices in a framework that never permits the abuse of power, which leads to destructive social activities, the more responsible a person he will become.

Leadership training seen in the light of the above is really nothing more than the building of good character.

Unit 4 – Three Weeks on Awareness

Week 10 – Exposure to Awareness Activities: Feelings and Fantasy

Monday:	Something That Makes Me Feel Very Good
Tuesday:	Somebody Makes Me Feel Good One Way, Bad Another Way
Wednesday:	In My Dream, I Got What I Wanted
Thursday:	I Had A Very Scary Dream
Friday:	I Got Very Mad At Myself

Weeks 11 and 12 – Experience With Awareness Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 topics and allowed to vote on which one they want. Do whichever one more than 50% want. If a topic is avoided regularly, urge the group to face it, even if only some will agree to participate.

The teacher leads the activities of the tenth week, turning over the leadership role to the children in the eleventh and twelfth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time. Pages 62 to 65 describe the child-leadership concept in detail.

Week 10 – Exposure To Awareness Activities – Feelings and Fantasy

Monday – Something That Makes Me Feel Very Good

This is a very popular topic and will often be chosen. Children love to have the opportunity to tell about what excites or pleases them. This activity allows children expression of a good feeling about their life experience. It also provides the children with the opportunity to learn about the wide variety of things that can make other people feel good by listening to others.

Offer every child a turn. Help each one to focus on the good feelings rather than the cause. Invite open, cross communication between the children, showing your appreciation to the participants and the good listeners.

After reviewing what each child said, summarize to the effect that we have gained some information about each other, and we now know each other even better.

Week 10 – Exposure to Awareness Activities – Feelings and Fantasy

Tuesday – Somebody Makes Me Feel Good One Way, Bad Another Way

The purpose of this activity is to provide each child with the opportunity to feel more comfortable simultaneously experiencing both positive and negative feelings at the conscious level toward some person. The emotionally mature person is conscious and realistic about the fact that he has mixed feelings about almost every person he is involved with. The less mature person is prone to experience intense likes and dislikes.

When a person who is immature has intense feelings of liking a person, then he is almost certainly denying, repressing out of his consciousness the negative feelings he has toward that person. In the same fashion, when the immature person feels intense dislikes, he is pushing out of his consciousness, by denial and repression, the positive feelings that he has toward that person. In either instance, the child is not in tune with some of his true feelings. The child who does not know what his true feelings are cannot cope as effectively in life as can the child who is aware of his true feelings.

If need be, take your turn first. Then invite the children to take turns, telling about someone they know. Naming the person is not necessary. Ask the child to tell one thing he likes about the person and one thing which he doesn't like, by asking him, "In what way does the person make you feel good?" and then, "In what way bad?"

The emphasis should be placed away from any kind of moralizing or the taking of sides when resentment is expressed. Be sure that each child expresses both his positive and negative feelings.

Week 10 – Exposure to Awareness Activities – Feelings and Fantasy

Wednesday – In My Dream, I Got What I Wanted

Everybody dreams about an hour and a half or more every night. Most of this dreaming occurs in about twenty-minute spells during each approximately ninety-minute sleep cycle. Dreams seem to have the basic function of (1) wish fulfillment, (2) fear reduction, and (3) problem solving.

Today we are each going to have a chance to tell about a dream in which a wish came true.

The major purpose of today's activity is to help the child to become more aware of certain desires that he may be repressing. By telling what he got that he wanted in his dream, the child can best learn the wish-fulfilling aspect of dreaming.

By listening to the dream wishes of other children, he can learn a great deal about desires that other people have.

Give a personal example of your own to get things started if necessary. Be sure that every child has a turn.

At the end of the session, summarize together about individual differences in wishes that come out in dreams and the basic purposes of dreams.

Week 10 – Exposure to Awareness Activities – Feelings and Fantasy

Thursday – I Had A Very Scary Dream

All children have scary dreams, but they very seldom have the opportunity to learn this important fact. Most children live in quiet terror thinking they are the only ones who ever have bad dreams. This intensifies their feelings of uniqueness, inferiority and social unacceptability. Such erroneous conclusions are rectified quite effectively as they listen to the scary dreams of other people.

Discuss the following with the children: In one part of our thinking, a part of which we are not usually aware, there is an effort to help us become less frightened about something. While nobody really understands how this works in dreaming, one purpose of a scary dream is to help us become less frightened.

Encourage the children to describe their dreams as fully as possible. An excellent means of doing this is to have the child role-play each of the elements in his dream. For example, if the child dreams that he has been chased by a tiger in the jungle, ask him to say, "I am the tiger," and in the voice of the tiger say what he is thinking, feeling and doing in the dream. Then ask him to give voice to the jungle and describe his role or function in the dream by saying, "I am the jungle," . . . . (and then, finishing this) encourage the child to give such voice to each element in the dream, one at a time.

This is an advanced form of understanding dreams and will greatly enhance the children's ability to interpret their own and each other's dreams.

Summarize with the children how beneficial it is to know that scary dreams have an intended helpful aspect.

Week 10 – Exposure to Awareness Activities – Feelings and Fantasy

Friday – I Got Very Mad At Myself

We all get mad at ourselves. One way this is expressed is that any given person is his own most severe critic. By talking about and listening to resentments that people have toward themselves, the children learn this is a natural phenomenon, and they feel less deviant when they find out they are not the only ones who ever feel like kicking themselves.

Be sure to take your turn, perhaps going first to get things started. Ask the children to tell about a time when they got very mad at themselves. Focus on the feelings, rather than the reason for the feelings, at the time the incident occurred – and now.

Show appreciation to each child for his participation and to those children who demonstrate that they are listening carefully.

Review thoroughly what each child said. Summarize to the effect that sharing this kind of information helps us to become not only more tolerant of ourselves, but more tolerant of other people too. Now we know that we are not the only ones who ever make mistakes. Other people are not on top of things at all times either.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 4 – Weeks 11 and 12

For each of these ten days the children are given the opportunity to share in the decision-making process. The children benefit in two ways from choosing their own topics. In the first place, they enjoy and appreciate the opportunity to decide. Secondly, they know best what they are most ready to discuss that day (because they know best what is uppermost in their minds). What they are the most eager to discuss will be of the most benefit to them.

Depending upon how readily this group of children demonstrate the self-discipline required, you may wish to ask for a volunteer who wants to gain some experience at being the leader. This may or may not occur during this unit.

If one of the children is ready for leadership training, this should be done as soon as possible. However, this child may not have another turn to lead the group until every other child in the group has had a turn. In most typical classrooms this will mean that approximately thirty children will be provided with this leadership opportunity first, before a child may have a second turn.

Unit 5 – Three Weeks on Mastery

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Monday:	My Favorite Way To Get Praise
Tuesday:	I Was Proud To Find That I Could Do It By Myself
Wednesday:	I Wanted To Take Something That Did Not Belong To Me
Thursday:	What I Feel When I Win And When I Lose
Friday:	Something I Want That Is Possible, And Something Impossible

Weeks 14 and 15 – Experience in Mastery Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 topics and allowed to vote on which one they want. Do whichever one more than 50% want. If a topic is avoided regularly, urge the class to face it, even if only some will agree to participate.

The teacher leads the activities of the thirteenth week, turning over the leadership role to the children in the fourteenth and fifteenth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 5

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Monday – My Favorite Way To Get Praise

Discuss with the children how everyone needs to be appreciated. The desire to gain approval is one of the most basic motivating forces in children and adults. The child who has constructive and productive ways to get approval is making a better adjustment than someone who does not have effective ways to earn praise.

One function of today's activity is to provide the children with a legitimate outlet for the exhibition of their success in getting praise. A second function is the suggestive aspect in which the children learn from each other new ways to earn approval.

After each child tells about his favorite way to get praise, ask him how he feels when he is receiving it. Be sure to take your turn too.

After reviewing what each child said, ask the children to discuss better ways for getting it.

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Tuesday – I Was Proud To Find That I Could Do It By Myself

The purpose of this activity is to encourage self-sufficiency by providing the children with a legitimate opportunity to "brag" about this aspect of their adaptive behavior.

Children are pleasantly surprised to find they can do something for themselves which previously needed to be done for them.

By listening, the children learn new things they could probably do for themselves, because their peers can. There is also a suggestive element in this which will encourage them to try for more self-sufficiency in other areas of their functioning.

Be sure to take your turn too, telling how you felt when you discovered you could do something new. Ask the children to describe their feelings of pride.

As a review, invite the children to make summary comments.

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Wednesday – I Wanted To Take Something That Did Not Belong To Me

This is a character-building activity. Its purposes are threefold: (1) To help the children become aware of the fact that temptation is a problem for *everybody*. (2) To increase their control mechanism through their enlarged empathy with people who are the victims of stealing. (3) To thus urge them to become more responsible people.

Each child is encouraged to report some incident in which he wanted to take something that did not belong to him. It is not necessary for our purposes here for the child to tell whether he actually took the thing or not.

This is not fundamentally a lesson in morality for its own sake, but rather an exercise which promotes morality by helping the children to increase their empathic feelings towards people from whom things are taken.

A further benefit occurs as you help the children to understand that when a child, or any person, takes something that does not belong to him, *he loses self-respect*, because nobody likes a thief, *even if the thief is that person himself*. Therefore, this activity not only helps to deter stealing, at least to some extent, but it also serves the even more useful function of helping to promote more self-respecting behavior, and therefore, increased feelings of self-worth in the children.

To get things started, ask the children if they have ever had something taken from them. Ask them how they felt. Take your turn, perhaps telling of a time when as a child you were tempted to steal. Without pressuring, allow each child who wishes to speak, to have an opportunity to tell about how he wanted to take something that did not belong to him. Ask him how he felt about it at the time – and now.

After reviewing, summarize together around the three points listed above, let the children reach their own conclusions and do most of the talking.

Unit 5

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Thursday – What I Feel When I Win and When I Lose

There is no more fundamental issue for a child in coping with his environment than the matter of success or failure. It is usual for us to enjoy our success and to suffer our failures.

The function of this activity is to give open recognition to the importance of this issue for all of the children. This is done by providing each child with the opportunity to describe, as fully as possible, the kinds of feelings he has when he wins or succeeds at something, and allowing him to contrast these feelings with those he experiences when he fails or loses at something.

It is not sufficient that a child will just say that he feels good to win or bad to lose. Encourage the child to give a detailed description of the kinds of feelings he has and *the meaning* that is associated with these feelings. It will help a child to do this if he tells about a time when he won and a time when he lost. Focus on the feelings which are much more important than the other aspects of the event.

Be sure to show your appreciation to both the children who participate verbally and to those who demonstrate, by answering questions in the review, that they were listening and carefully paying attention.

Summarize together how important this issue is to us all and how we experience strong emotions in winning and losing.

Week 13 – Exposure to Mastery Activities: Assertion and Risk

Friday – Something I Want That Is Possible, And Something Impossible

The purpose of this activity is to further the child's understanding of the difference between reality, that is what is possible and fantasy, that is what is probably impossible. Be alert to the fact that what is impossible today, may not necessarily be impossible tomorrow due to our rapidly expanding technological capabilities.

Give each child an opportunity to verbally clarify in his own thinking, one thing that is possible from one thing that is impossible. The other children learn as he tells how he believes something is possible, and for what reason he believes something is impossible. With everybody taking a turn, the children increase their ability to distinguish between reality and fantasy. In this way they are helping each other to become more effective people.

The children should be encouraged to comment extensively upon each other's statements and to discuss the general matter of distinguishing reality and fantasy.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 5 – Weeks 14 and 15

The important matter of providing the children with the opportunity to share in the decision-making process is built into the structural design of the following two weeks. On any given day the activity will be any topic which more than fifty percent of the children choose. However, it is your responsibility to be certain that one or more topics are not totally avoided by the children during this two-week period. Keep a record of which topics the children have chosen to discuss on their own. In this way, during the third week, you can look back and see which topics the children have avoided. Try to assert your influence during the third week to be sure that every topic is discussed at least once during the two-week period of Children's Choice.

Returning to the matter of leadership training, it is recommended that you now be rather strongly encouraging in your efforts to get a child to volunteer to lead the session. When a child does volunteer to lead the session, sit alongside him and be certain that no activity gets started or continues unless the children demonstrate their willingness to accept his leadership by giving their attention and by listening carefully.

You will find that you must believe strongly in children to allow a child to lead a session with only fledgling, mediocre competence. The rule of thumb to keep in mind is that, on the one hand, the child should never be allowed to drag out a miserable performance, and on the other hand, so long as the child is basically succeeding with the challenge of leadership, you should only intrude minimally with your guidance to upgrade the quality of his leadership.

Unit 6 – Three Weeks on Social Interaction

Week 16 – Exposure to Social Interaction Activities: Control and Consideration

Monday:	When I Got To Share In Making The Decision
Tuesday:	When I Did Not Get To Share In Making The Decision
Wednesday:	Somebody Made Me Do Something I Did Not Want To Do
Thursday:	I Made Somebody Do Something He/She Did Not Want To Do
Friday:	The Things I Do To Keep A Friend

Weeks 17 and 18 – Experience With Social Interaction Through Children's Choice and Child Leadership

Each day the children are reminded of the 5 topics and allowed to vote on which one they want. Do whichever one more than 50% want. If some game is avoided regularly, urge the class to face it, even if only some will agree to participate.

The teacher leads the activities of the sixteenth week, turning over the leadership role to the children in the seventeenth and eighteenth weeks. Involve yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself, if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 16 – Exposure to Social Interaction Activities – Control and Consideration

Monday – When I Got To Share In Making The Decision

As William Schutz has so clearly illustrated, one of the key ingredients in social relationships is the degree to which people share in making decisions. When people share equally in the decision-making process they feel important and respected. But, when people have decisions made for them, they feel put down and treated disrespectfully.

The purpose of this activity is to bring sharply into each child's awareness an understanding of this wish to share in decision making and to promote the language necessary to articulately express his feelings about this focal issue in social relationships.

Each child should be given an opportunity to tell of a time when he got to share in the decision-making process. He should be encouraged to describe the positive feelings he had because of this and to tell as much as possible about the reasons for his pleasant feelings.

After each child who wishes to speak has had a turn, review together, focusing on the feelings reported rather than the content. Summarize together how we all appreciate the opportunity to share in making decisions which affect us and how it is good to know that we are all the same in this way.

Evaluate, as a group, the manner in which the activity proceeded.

Week 16 – Exposure to Social Interaction Activities – Control and Consideration

Tuesday – When I Did Not Get To Share In Making The Decision

This is a companion activity to Monday. This session provides the children with an opportunity to learn to express in an articulate way their resentful feelings and the reasons for their resentments when they were not permitted to share in the decision-making process.

One of the major benefits of today's activity is that by increasing the children's communicative skills, their ability to constructively negotiate at a verbal level with society is strengthened. As the children's communicative skills increase, they can enter into more meaningful discussions about the decision-making process. They will then be much less prone to resort to destructive behavior as a way of expressing their resentment when they are not included in the decision-making process.

Each child who wishes to speak should be given the opportunity to tell of an experience in which some decision was made for him and which he felt obliged or compelled to abide by. He should be given full opportunity to express his feelings and reactions and the reasons associated with these negative responses.

Be sure to take your turn too.

Reinforce the children who participate verbally and those who listen carefully.

As usual, review and summarize, focusing on how it is natural to feel resentful when we are not allowed to share in making decisions and that it is useful to learn how to talk about these resentful feelings.

Unit 6

Week 16 – Exposure to Social Interaction Activities – Control and Consideration

Wednesday – Somebody Made Me Do Something I Did Not Want To Do

Every child needs to learn to cope with both legitimate and illegitimate coercion. Because children are inexperienced and tend to be impulse-dominated it is often necessary and legitimate for them to be coerced into safe, constructive or considerate behavior.

On the other hand, since nobody is perfect, the children will often find that they are being maneuvered unfairly in order to gratify the selfish need of some person who is more powerful than they.

One of the purposes of today's activity is to help clarify, in the child's mind, the difference between legitimate coercion, which he should appreciate, and illegitimate coercion, which he should learn to deal with as constructively as he is able.

By allowing each child to have a turn to tell about a time when he was made to do something he did not want to do, he and the other children should render their opinion as to whether this experience was for his own benefit or for the unfair benefit of some other person.

If a child tells about a time when he was manipulated – tricked or talked into doing something he could have chosen not to do if he had realized what was going on – ask him to think of a time when he was truly forced.

As the children engage in this exercise, they will develop an increased ability to discriminate between positive and negative coercion. On the one hand, this should increase their ability to accept, in the right spirit, legitimate coercion. At the same time, it should increase their ability to help the more powerful person who is illegitimately coercing them to recognize how unfair he is being.

After reviewing, summarize to the effect that sometimes we are forced to do something for our own good and other times for the unfair benefit of the one who is using force. Discuss also how it is helpful to know how to deal with both kinds of coercion.

To the extent that this activity accomplishes its purpose, the children will be developing much more effective personalities and can help promote more reasonable and considerate relationships among people.

Week 16 – Exposure to Social Interaction Activities – Control and Consideration

Thursday – I Made Somebody Do Something He/She Did Not Want To Do

Even though every child feels helpless and is largely helpless, in many ways he still has the power to impose his will upon some other human being.

When he does this for legitimate reasons, he is probably behaving as a constructive person, and in today's activity this point should be brought out. However, when the child is coercing another person illegitimately, he is harming that person by being unfair and inconsiderate. He is also earning units of disrespect for himself because nobody admires an exploitive person, including the exploitive person himself.

As each child presents an episode in which he behaved coercively, ask him how he felt at the time – and now. Ask him if he considers his coercive actions to be fair or unfair.

Encourage cross-comments from the other children but do not allow moralizing or scolding. At this age children should be aware of what they are doing and how they *really* feel about themselves for doing it.

While no child should be forced to have a turn, be sure to express your appreciation to those children who do have the courage to participate.

At the end of the review, ask some of the children to give a brief summary of the significance of today's activity, guiding the discussion around the idea that we all do have power over others and that we can choose to use it fairly or unfairly.

Week 16 – Exposure to Social Interaction Activities – Control and Consideration

Friday – The Things I Do To Keep A Friend

We all make sacrifices to keep our friendships alive. Some of the things we do are reasonable sacrifices, but other things we do to keep our friends are unfair, and we do these things in a masochistic spirit because of our personal insecurities and feelings of unworthiness.

The effective personality is one who gives respectful treatment but simultaneously insists upon receiving respectful treatment for himself.

One purpose of today's activity is to help the children realize that we all make concessions to keep our friends. The next purpose is to help the children see that some of the concessions are necessary and legitimate because we have to give in order to receive, but other demands that are made upon us are unnecessary, and we are then being asked to give much more than we are receiving. A third purpose is to encourage each child to become more insistent upon standing up for respectful treatment in his relationships with other people.

Encourage a full report on the part of the child in telling his story. Ask him how he felt when he made a concerted effort to keep his friend. Then encourage the other children to make constructive suggestions about how the child could go about getting more respectful treatment in the future.

At the end of the session, review together the feelings that were reported by each child. Summarize to the effect that many concessions that we make for our friends are necessary and legitimate, but that we should not give in to demands that tax us extremely and cause bad feelings. Discuss also how people in healthy relationships treat each other respectfully.

TRANSFERRING LEADERSHIP FROM TEACHER TO CHILD

Unit 6 – Weeks 17 and 18

Six weeks of sharing in the decision-making process and possibly some leadership training has occurred.

If no child has thus far volunteered to practice in the leadership role, you should strongly invite one of the more courageous children to accept the leadership position under your guidance. In most classrooms, this will not prove to be very much of a problem. It is very likely that several children will volunteer and it will be up to you to decide in what order they should have their opportunity to be in the leadership position.

If, for example, ten children volunteer, then you might assign one of the next ten days to each child and he will then know that he can look forward to that particular day and know with assurance that he will definitely be the leader. This is a major event for the child, who is looking forward to this upcoming event with a strong admixture of positive and negative feelings. On the one hand, the child is delighted with the prospect of being important and asserting himself in a powerful role. On the other hand, some negative feelings are activated as a form of stage fright in which the child will be apprehensive about the competence of his performance. These negative expectations will be markedly reduced by the children's observation of the close support and positive guidance that you provide each day with the child leader-trainee.

LEVEL IV

Overview for the Semester

Second Semester

Unit 7 – Two Weeks on Mastery – Authenticity and Duplicity

Week 19 – Exposure to Mastery Activities
Week 20 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 8 — Two Weeks on Social Interaction — Building Trust

Week 21 – Exposure to Social Interaction Activities
Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 9 – Two Weeks on Awareness – Reality and Fantasy

Week 23 – Exposure to Awareness Activities
Week 24 – Experience with Awareness Through Children's Choice and Child Leadership

Unit 10 – Two Weeks on Social Interaction – Becoming More Likeable

Week 25 – Exposure to Social Interaction Activities
Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 11 – Two Weeks on Mastery – Responsibility and Effort

Week 27 – Exposure to Mastery Activities
Week 28 – Experience with Mastery Through Children's Choice and Child Leadership

Unit 12 – Two Weeks on Social Interaction – Relationships

Week 29 – Exposure to Social Interaction Activities
Week 30 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 13 – Two Weeks on Awareness – Deceptiveness

Week 31 – Exposure to Awareness Activities
Week 32 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 14 – Two Weeks on Social Interaction – Relationships

Week 33 – Exposure to Social Interaction Activities
Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Unit 15 – Two Weeks on Mastery – Problem Solving

Week 35 – Exposure to Mastery Activities
Week 36 – Experience with Mastery Through Children's Choice and Child Leadership

LEVEL IV

Second Semester

Unit 7 – Two Weeks on Mastery

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Monday:	I Did Something That I Wanted, But It Made Me Feel Like a Bad Person
Tuesday:	I Did Something That Made Me Feel Like a Good Person
Wednesday:	How I Tricked Someone
Thursday:	I Could Have Taken Advantage, But I Didn't
Friday:	I Said Something, But Did Not Mean It

Week 20 – Experience with Mastery Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 7

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Monday – I Did Something That I Wanted, But It Made Me Feel Like A Bad Person

The purpose of today's activity is to reduce the number of times in the future that a child will do something for which he will dislike himself. To the extent that this exercise is successful, the children will make efforts toward remaining personally integrated, behaving only in ways for which they will continue to respect themselves. If they did not strive in this direction, they could fall into the trap of becoming split personalities, at the conscious level ignoring their feelings, but unconsciously feeling worthless, guilty, and anticipating some form of retaliation.

While many nine-year-old children would experience much difficulty telling about this kind of episode, this is not true for children who have been exposed to the program for two or more levels before this year. These children are much less prone to avoid the uncomfortable feeling of embarrassment at showing themselves to be less than perfect. They are more highly motivated to get to know themselves than they are to avoid the unpleasant and to present a false image of social acceptability.

Give the children a personal example in which you did something that you felt like doing, but which made you feel like a bad person. Nobody is perfect. Be sure to describe your bad feeling. The children will appreciate your honesty and will respect you for it rather than taking it as a cue to continue doing things of which they disapprove.

Encourage every child to take a turn, commenting on your appreciation of their honesty. Then with each child, first ask him to tell what his bind was all about and how he felt about himself, then invite the other children to suggest ways that he could have resolved his bind without doing something which made him feel like a bad person.

After every child has had a turn, review together and invite a summary discussion of the general significance of the points that have emerged.

Evaluate, as a group, the manner in which the session proceeded.

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Tuesday – I Did Something That Made Me Feel Like a Good Person

This is a character-building exercise. If a child does something because somebody else feels that he should, it does not instill in him the same degree of personal pride in being a good person, as when, upon his own desire, he does something which makes him feel like a good person.

This activity provides the child with the opportunity to place this vital issue in the foreground and to demonstrate to the group some experience from his storehouse of human decency. Further, he will be socially reinforced for his good behavior and this will tend to make him feel even more strongly that such behavior is meaningful and worthwhile. Kind behavior, like any other habit tendency, will tend to disappear in time if there is not adequate reinforcement to make it persist. Kind behavior cannot and should not be taken for granted.

Tell the children of some personally charged event in which you did something that made you feel like a good person. Be descriptive in telling about your good feeling.

Then invite the children to each have a turn in which they do the same thing. Encourage them to tell as much about the feelings as they can.

Encourage the children's observations, questions, and cross-comments.

After reviewing, invite the children to come up with summary remarks based upon the episodes reported, and how good a person feels when he knows he has done nice things for another person and knows how to continue to do so.

Today's activity serves in a preparatory way for tomorrow's activity, in which they will reveal something about their not-so-kind selves, telling how they tricked someone.

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Wednesday – How I Tricked Someone

The purpose of this activity is to help the child to realize the bad feelings that he produced in another person by deliberately misleading him, and to experience consciously his loss of self-esteem for having behaved in a way that he would not like to have been treated, i.e., in a way that he really disapproves.

Some children will be tempted to dodge the issue by changing the game into a joking or teasing episode that is to be reported. This should not be allowed. Instead the children should be encouraged to tell of an incident in which they were deliberately mean or were deliberately taking advantage of another child.

In order to demonstrate what is expected to the children, you may wish to take your turn first, telling of some incident. It may have been when you were a child instead of a more recent episode, in which you tricked someone. (The brave and self-confident teacher might try to show that our mean streak can persist into adulthood, but even though it does, we still never respect ourselves when we behave that way.) Another approach would be to tell of some time when you *felt* like tricking someone but did not because you knew you would dislike yourself if you did so. The point should be made that our mean tendencies are there, but they can be controlled.

Encourage every child to take a turn, making no moralizing comment. Rather, try to help the child to focus on the feeling about himself that he had when tricking someone.

Review by guiding a discussion around the idea that sometimes it feels good to trick someone at first, but then later one only loses self-respect. Ask them if they think there should be two standards about how people should be treated; i.e., that they (themselves) should be treated well, with understanding and forgiveness, while others should not be treated well.

Encourage the other children to comment as often as they wish.

As usual, review, summarize and evaluate the session at its close.

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Thursday – I Could Have Taken Advantage, But I Didn't

Children at this age have a strong regard for fair play. They also have a strong desire to come out on top in a challenge to their sense of adequacy or in competition with others. The fate of the struggle between these conflicting forces determines, to a large extent, what kind of character the child will develop.

If a sense of fairness is obeyed over the temptation to cheat, the child will respect himself for experiencing himself as personally strong and socially acceptable. But if the cheating instinct prevails, then he will experience himself as weak, inadequate, guilty, and socially unacceptable. The child who loses this character battle will often tell himself, and others, that he is proud for having been so clever, but this is a cover-up for his loss of self respect, which is certainly there.

Discuss these issues with the children in simple terms. Then provide an example in which you could have taken advantage of some situation but did not. Tell your underlying feelings and reasons, placing the emphasis on the issue of how you wanted to feel about yourself. Sometimes an additional example will be necessary, and this one could describe a possible social transaction in which another person would have been mistreated. Make clear the bad feelings that would have been produced in the other person, as well as the dislike of yourself.

Give every child a turn, being sure that he deals with the issues of self-respect and the bad feelings produced in the other person when someone has taken advantage of him.

Encourage the children to ask questions or comment at any time.

After reviewing the feelings that each child reported, summarize to the effect that we all are faced with the temptation to take advantage of someone else from time to time, but that we gain in respect for ourselves when we overcome the temptation. Be sure that the children are doing most of the talking.

Unit 7

Week 19 – Exposure to Mastery Activities – Authenticity and Duplicity

Friday – I Said Something, But Did Not Mean It

In this character-building exercise, the purpose is to provide each child an opportunity for his need for good self-esteem to have a direct confrontation with his disrespectful treatment of another person.

Since everyone can lie or distort, and since everyone strives to enhance and protect himself, we are dealing with a universal conflict.

In good character formation, much depends upon the way the child resolves the conflict between defending or enhancing himself, and the need to respect himself.

Thus, as the child sees it, there is always something that is lost in either solution. The issue then becomes: in which kind of solution is the most gained, the most lost?

Discuss this dilemma with the children briefly. Then give a personal example of a recent situation you have found yourself in where you felt very much like saying something that was either a lie or a distortion of the truth in order to protect yourself or enhance your image. Invite them to guess how you solved the problem, telling what was gained or lost as they imagine it. After about six or eight different guesses and explanations have been given, tell the children which solution you settled on and why.

Then give every child a turn to tell of a time when he felt like saying something that wasn't true. Help the children to tell about their reasoning, and encourage them to go into detail about the feelings they had and the feelings produced in the other people who were involved. Invite cross-questioning and cross-comments about each child's dilemma. As before, ask them to guess how the problem was solved and what was sacrificed.

After reviewing, ask questions of the group in the summary which will help them to discuss and see how self-respect is far more important for personal happiness than the immediate relief or good feelings that may come when one distorts the truth to protect himself or make himself look good to others.

Unit 8 – Two Weeks on Social Interaction

Week 21 — Exposure to Social Interaction Activities — Building Trust

Monday:	Someone Who Trusts Me
Tuesday:	A Person I Feel Safe With
Wednesday:	When Someone Betrayed My Trust
Thursday:	A Risk I Took and I Was Glad
Friday:	A Risk I Took and I Was Sorry

Week 22 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 21 — Exposure to Social Interaction Activities — Building Trust

Monday — Someone Who Trusts Me

Today the children will begin a series of circle sessions focusing on the elements of human trust. In this session they will be given the opportunity to focus their attention on how it feels to have someone trust them. Some of the children may not have been aware, up till now, when they stop to think about it, that there may be someone in their lives who trusts them. For some of the children the "someone" who trusts them may be an animal.

Telling about the one who trusts them will be an important experience for each child. In the case of those children who cannot think of anyone who trusts them, this session will be an important one too.

Begin the session by asking the children to tell about a friendship, or a relationship, that they have with someone, or some animal, that is a good one — a relationship they have in which they know that they are trusted.

Without pressuring, allow each child who wishes to speak to have a turn to do so.

Being careful not to interrupt the children as they take their turns to speak, help them to focus on the elements of trusting relationships by asking them what kinds of things they like to do with the person, or animal, who trusts them. Ask them also to tell how they know they are trusted and how they feel about being trusted.

Close the session by asking the students if they have noticed any feelings that they may have had in common about being trusted and whether or not they also trust the people, or animals, that trust them.

Week 21 — Exposure to Social Interaction Activities — Building Trust

Tuesday — A Person I Feel Safe With

The best friendships are between people who trust each other. They trust each other because they are careful not to hurt each other. They make it safe for each other to "be themselves" when they are together.

Today the students will examine further the elements of human trust by focusing their attention on specific kinds of behavior. This behavior is in people who they know and has the effect of allowing them to trust these people and to feel safe when they are with them.

Briefly discuss with the children that yesterday they focused on someone who trusts them and they began to learn about some of the things that people (and animals) need from each other in order to develop trust.

Tell them that today they will focus on what some of the people are like, who *they* trust. Ask them to think about someone who they like to be with because they feel safe when they are with the person. The safeness comes from trust. Encourage them to describe these people.

As the children tell about people who they feel safe with, ask them to tell about the person's actions when they are with him, or her. Specifically, ask them to tell how these people treat them and how they react to them when they are "being themselves". (Trusted people are generally accepting of the real thoughts and feelings of others.)

Briefly review together the main points that the children shared as they took turns to speak.

Then ask the children to summarize the main characteristics and behaviors of the people who they told about, centering on the importance of acceptance in trusting relationships.

Week 21 — Exposure to Social Interaction Activities — Building Trust

Wednesday — When Someone Betrayed My Trust

Sometimes something is learned vividly when its opposite is understood. In this session the students will be given an opportunity to learn more about what goes into trusting relationships by examining the kinds of behavior that do not build trust. Today's topic focuses directly on a specific incident in the children's lives and the specific feelings which resulted.

Begin the session by asking the children to think about a time when they trusted someone, perhaps with a secret or a personal possession, and the person did not turn out to be trustworthy.

Since this is a negative topic, you may wish to take your turn first. Being careful not to mention the name of the person who betrayed your trust, briefly tell about an incident in which this happened to you and how you felt as a result. Tell also how much (or how little) you trusted the person after the incident.

As you open the door to the children to respond, remind them not to tell the name of the person who betrayed their trust. As appropriate, ask them how they felt when the incidents took place and how they felt about the person afterward.

Focusing only on the main points, conduct a review of what was shared by each child who spoke in the session.

Culminate the session with a discussion sparked by the following question: "If you want someone's trust and you betray him, or her, *just once*, do you think s/he will trust you after that? "

Week 21 — Exposure to Social Interaction Activities — Building Trust

Thursday — A Risk I Took and I Was Glad

Risk-taking is a part of our lives. Sometimes we decide to trust someone and it is a risk. Sometimes these risks pay off and sometimes they don't. This, and tomorrow's topic, "I Took a Risk and I Was Sorry", therefore, go hand-in-hand and should be discussed in sequence.

Discuss the idea with the children that we all take risks everyday — sometimes little ones and sometimes big ones. Then ask them to think about a time when they may have decided to try something when they weren't sure of how it would turn out, but were glad after they tried it. It may have been deciding to trust someone when they weren't sure about the person, or it may have been some other kind of a risk.

Invite the children to tell about the risks they took that they were glad they took. Without interrupting them as they express themselves, ask them to tell how they felt before and after taking the risks.

Following a review of what each person who spoke told about, end the circle with a cognitive discussion related to risk-taking. Ask the children to think about questions that explore why it is that people take risks.

Week 21 — Exposure to Social Interaction Activities — Building Trust

Friday — A Risk I Took and I Was Sorry

This topic goes hand-in-hand with "I Took a Risk and I Was Glad", because it gives the children the opportunity to discuss the reality that when a risk is taken, the potential for a negative outcome is just as present as the possibility for a positive outcome.

Begin by discussing again with the children how it is necessary for us each day to make decisions regarding risks. Sometimes these risks involve trusting someone. Whether it is this kind of a risk or not, we usually have lots of feelings before and after we take the risk. Before we take the risk, we know we might feel good or we might feel bad. The not-knowing causes feelings of uncertainty and possibly fear.

Begin the session by asking the children to think about a risk they took that turned out badly. It could have been trusting someone who betrayed them in some way, or it could have been some other kind of a risk. Ask them to tell the group about what happened if they wish to.

Do not allow personalities to become the focus with this topic.

As the children participate ask them to mention how they felt before and after taking the risk and what some of their thoughts may have been.

After reviewing what each person who spoke in the session had to say, ask the children the following questions: (1) Sometimes risks turn out badly. Do you think, then, that a person should stop taking them? (2) Is someone a coward if he, or she, decides not to take a certain risk?

Unit 9 – Two Weeks on Awareness

Week 23 – Exposure to Awareness Activities – Reality and Fantasy

Monday:	Something I Wish For That Is Possible
Tuesday:	Something I Wish For That Is Impossible
Wednesday:	How I Can Tell The Difference Between Real and Not So Real
Thursday:	One Way I Wish I Could Be Different
Friday:	If I Could Do Anything I Wanted To Do

Week 24 – Experience with Awareness Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 23 – Exposure to Awareness Activities – Reality and Fantasy

Monday – Something I Wish For That Is Possible

One of the major differences between the emotionally mature person and the emotionally immature is the ability to clearly discriminate between what is real (highly possible) and what is fantasy (not very possible in the foreseeable future). In the inexperienced or highly self-deluded person this kind of distinction is not easily made.

Our desire today is to improve the children's ability to discriminate between the real and the fantastic. One important point should be made clear first. Fantasy refers to the ability to imagine. Every building, machine, or law that now exists went through a fantasy stage before it became a reality. Theoretically, and potentially, all fantasies could become realities if we only had the knowledge and power to make them come true. In this light, fantasy is not necessarily a "crazy" thing. It is just that some fantasies can almost certainly become realities soon and easily. Others may not be so easy and may be a long time in coming.

Discuss these thoughts with the children, and then tell them of something that is personally important to you that you wish for and believe is highly possible. Tell them why you believe it is very possible. Then offer every child a chance to tell of something that he wishes for and to tell what makes him feel sure that it will become a reality.

Encourage the children to comment freely upon each other's presentations.

After all have had a turn, invite the children to make any summary comments that they wish about what they have learned from today's discussion.

As a group, evaluate the manner in which the session proceeded.

Week 23 – Exposure to Awareness Activities – Reality and Fantasy

Tuesday – Something I Wish For That Is Impossible

It should be helpful to ask some of the children to review what they remember from yesterday's activity.

After they have shown what meaning it had for them, discuss with them how everybody has a great imagination and we can all wish for things that are impossible.

Discuss together how we should never be ashamed to wish for things that do not seem very possible, because most of the great discoveries and inventions were thought to be impossible by negatively thinking people. Guide the discussion to the idea that we need to focus our thinking on two things. The first is how much effort might be required to get the wished for thing to become possible, and the second is how much disappointment we might experience if we are neither very lucky nor very successful.

Then share with the children something that you wish for that is reasonably personal but that has only a very slim chance of ever becoming a reality.

Offer every child a turn. As soon as each child has finished his presentation, invite the other children to comment on his reasoning. Especially seek their ideas in terms of whether they agree with him or not, and if they can think of some way that the seemingly impossible wish might become a real possibility.

At the end, invite the children to make summary remarks about the specific points that have emerged in the discussion.

Week 23 – Exposure to Awareness Activities – Reality and Fantasy

Wednesday – How I Can Tell The Difference Between Real And Not-So-Real

The purpose of this activity is to learn more about discriminating between reality and fantasy. This is accomplished by the method of comparison between the real and unreal and the making of oral statements of what the differentiating criteria are.

It will often be found that children are attuned to objects and materials in terms of whether they are the real thing as contrasted to replicas or synthetics. Encourage them to bring up additional ways of comparing reality and fantasy.

Take your turn first if necessary. Name something that is real to you and tell why you feel that it is real. Follow this same procedure with something that is not-so-real to you, such as the word CAT, which you may wish to write on the chalkboard. Tell why it is not-so-real to you. (It is the word CAT – but it is not the CAT.)

Discussion of a very wide range of phenomena may be expected in this session. When some statement comes up which is not clear-cut in delineating the real from the make-believe, encourage the other children to comment upon the child's statement.

Considerable imagination and ingenuity will sometimes be required on your part because of the very wide range of ideas that the children will produce.

At the end of the session, summarize together what kinds of things make the difference between reality and fantasy.

Week 23 – Exposure to Awareness Activity – Reality and Fantasy

Thursday – One Way I Wish I Could Be Different

Everyone would like to be more perfect, at least in some ways, if not in many. But many children do not know this. Indeed, many children actually believe that adults and other children are perfect, or near perfect, and that they therefore are quite satisfied with themselves. Misperceiving things in this way tends to mislead the children into unfairly experiencing themselves as relatively inferior, unlucky, unique, and ever (therefore) less socially acceptable.

Thus, our main purpose today is to help the children recognize that everyone is dissatisfied with some things about himself. A secondary purpose is to reduce some of the pressure to become more perfect by means that are very largely impossible. The third objective is to avail each child of helpful suggestions from other children as to how he might become more perfect in ways he wishes and which are seen as reasonably possibly.

The children will appreciate it very much if you will start things off by telling of a way that you wish you could be different and by inviting the helpful suggestions of the children, if they can imagine any way, that you might do better. Then give every child a turn, encouraging a full measure of discussion and interaction.

At the end of the session, invite the children to make summary remarks about what they have learned.

Week 23 – Exposure to Awareness Activities – Reality and Fantasy

Friday – If I Could Do Anything I Wanted To Do

The function of today's activity is to give recognition to the power strivings that are universal in children. All children feel helpless to a very large extent, even though this is often not very apparent when one observes some of the daring things they do. However, the underlying feeling in every child, to a very large extent, is a feeling of helplessness. Nature's adaptive compensatory mechanisms are twofold: one is for the child to acquire effective skills so he can do things for himself instead of being helpless; the other is a fantasy form of wish fulfillment in which the child's imagination gives him substitute gratification for those powers which he would like to have but does not.

By talking about what he could do if he had great power, the child obtains a cathartic release from the tension of not being able to do something that he wishes he could do.

Simultaneously, the child loses some of his feelings of being the only one who has ever thought about what he would do if he could do anything he wanted. Ask each child who participates how it makes him feel to imagine himself doing it.

After reviewing what each child said, summarize together to the effect that it feels good to tell about what we would do if we had great powers. Discuss also how *we all* have these urges and fantasies and how good it is to learn this.

Unit 10 – Two Weeks on Social Interaction

Week 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Monday:	Something You Like About Me
Tuesday:	How Could I Be More Likeable?
Wednesday:	Something Else You Like About Me
Thursday:	Somebody Who I Think Does Not Like Me
Friday:	One Way I Changed To Be A Better Friend

Week 26 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day, help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself, if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Monday – Something You Like About Me

This activity was invented by nine-year olds and has been found to have universal appeal. While there is great interest in tomorrow's activity (the opposite of this) there is less enthusiasm to do it, for obvious reasons. When these two activities are presented cold to fifth and sixth graders who have never been exposed to the program, they tend to avoid them like the plague. Their thoughts have a reasonable rationale. They say they do not want to take any chances on getting their feelings hurt, nor are they now willing to risk losing their friends by being honest about how they feel toward them.

It is sad to see how frightened and rigid 10 and 11 year old children can be. With children who have been exposed to these discussions for two or more years, there is posed very little threat. Instead, what is often found is appreciation at having the time allocated for the experience of hearing helpful impressions that their peers are willing and able to share with them. For this reason, this unit is especially important for fourth graders who are generally at this turning point.

To start things off, select a child and tell him something that you like about him. It will be most meaningful if your comments are descriptive of some positive behavior rather than evaluative of some characteristic that he has no control over. Then ask other children to tell the child something they like about him.

When everyone who wishes to has had a turn to tell this child something about him that they like, ask him to choose another child to be the one to listen to things his peers like about him. Be sure that you make a comment for each child and that each child has a chance to be "it".

Weeks 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Tuesday – How Could I Be More Likeable?

This activity was also originated by nine-year olds. Their desire to be socially acceptable and to have friends is so great that thoughts and activities in this area tend to dominate their interest much of the time.

Tell the children that *only those who volunteer will be given a turn.* It is also important to tell the children that their comments must be about some aspect of the individual which could be changed – such as an inconsiderate habit. Tell them that criticisms of fixed characteristics, such as freckles, hair or skin color, etc., will be unacceptable. If need be, discuss the reasons for this with them.

You should be the first to volunteer. Make an effort not to respond defensively. If you feel bad about what is said, admit it. Children appreciate this kind of honesty very much. Whether you feel bad or not, be sure to express your appreciation to those children who had the courage to be honest with you, emphasizing how you now know something very important about how they see you and how you might now change your behavior if you choose to. (The only exception to this is if you and most of the other children believe that the suggestion *does not fit and is really a projection.* In that case, the child who is probably projecting should be helped to realize that most of the others do not see you that way.)

After you have had your turn, ask the children if any of them would like to volunteer. It is a wise idea to limit the number of children who respond to any one child. Too few respondents could give an unbalanced evaluation. But, more seriously, too many could overwhelm the child.

Indicate your appreciation to the children who volunteered. Discuss how brave these children are and also how lucky to find out what other people find objectionable about them. Also show your appreciation to those children who volunteered to speak. They risked too. Do not spend a great deal of time in discussion of any one child's disagreeable behavioral trait – unless the discussion is aimed at clarifying or helping him to feel better if he has become hurt or confused.

Week 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Wednesday – Something Else You Like About Me.

This is basically a repeat of Monday's activity. Today, encourage the children to mention *other* behavioral characteristics than on Monday.

Week 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Thursday – Somebody Who I Think Does Not Like Me

The main purpose of this activity is to reduce feuding and isolation. The second objective is to reduce the tendency toward distortion that leads to feuding and isolation.

Children are as yet relatively unproven in terms of their social acceptability at this age. This insecurity heightens their sensitivity to real and even imagined possible rejection. Often when a child wishes attention and acceptance that would confirm his sense of self-worth, and the child he wishes it from does not come through, this unresponsiveness is misperceived as rejection.

Discuss these ideas with the children. Then tell of a personal example in which you think that someone probably does not like you. Tell about something that happened between you and that person. Describe your feelings. Naming the person is not necessary. If the example has some degree of ambiguity, it will tend to elicit a varied number of reactions from the children who might wish to tell what they think was really happening. Encourage them to do so as you listen carefully.

After this warm-up, invite the children to volunteer to tell about someone who they think possibly does not like them. They should give some specific incident that occurred and describe their feelings. Then ask them to tell whether they feel it was active rejection (or mistreatment) or whether that person simply has not included them. Then they should venture to guess what that other person was thinking and feeling toward them. At this point, the other child should be invited to tell what they think he really was thinking and feeling toward the first child. Often it will be felt that he wasn't even thinking of the first child at all. If so, and this seems to be true, be sure that the first child hears this. Equally often it will be found that there was some petty misunderstanding that can easily be clarified with relief to both parties.

Sometimes deep rivalrous antagonisms will be identified. At this point, invite the group to come up with helpful suggestions as to how these people could improve their relationship.

Summarize by inviting the children to share their general observations on what they have learned about the way people perceive and react to possible rejection.

Week 25 – Exposure to Social Interaction Activities – Becoming More Likeable

Friday – One Way I Changed To Be A Better Friend

It would be hard to find anything that children would rather learn than how to have better friendships. By introducing this topic, you are giving recognition to what is dear to the heart of every child.

The focal point is that the children will today learn from each other. Children perceive other children as being highly credible, rather than as having an indoctrinating axe to grind.

It would probably be best for you to refrain from giving your own personal example first today. Invite the children to tell about one way they changed to be a better friend. Urge each one to come up with some method that no other child has yet mentioned.

Try to be sure to give every child who wishes to speak a turn. After all have had a turn, invite the children to make summary remarks about the general principles of personal modification that people can make to become a more valuable friend to another person.

Unit 11 – Two Weeks on Mastery

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Monday:	I Did What I Was Supposed To Do
Tuesday:	I Did Not Do What I Was Supposed To Do
Wednesday:	How I Got Out of Work And What Happened
Thursday:	I Made A Promise but Did Not Keep It
Friday:	I Made A Promise and Kept It

Week 28 – Experience with Mastery Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Monday – I Did What I Was Supposed To Do

This is a character-building exercise. It is a preparation for tomorrow's activity which deals even more deeply with the issue of responsibility and effort.

Discuss with the group different reasons a person should do what he is supposed to do. Guide the discussion around the ideas of producing good feelings in other people and increasing your own self-respect.

Then tell of a recent personal episode in which you did something that you were supposed to do and what feeling this produced in the other person. Then tell how it made you feel about yourself.

Give every child a turn to tell of his incident and to discuss all aspects in full detail, focusing on the feelings of the people involved.

After every child has had a turn, review the feelings that each child reported, and invite summary comments. Discuss how it is good to do what you are supposed to do because of the good feelings that are produced in the people involved, including yourself.

If any child has questioned the idea that one should always do what he is supposed to do, discuss this idea at this time.

Evaluate together the manner in which the session proceeded.

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Tuesday – I Did Not Do Something That I Was Supposed To Do

This is a companion lesson to yesterday's character-building exercise. Today's discussion requires more courage by far, but the children will come through in a spirit of self-tolerance, though not of self-approval.

Review yesterday's activity briefly with the children, asking them about the main points covered.

Give each child who wishes to share a chance to tell about a time when he did not do something that he was supposed to do. Ask him how the person who expected him to do it felt.

Almost invariably when a child does not do something he is supposed to do, he will have an excuse. It is helpful for the children to evaluate the degree of legitimacy of their excuses. Evaluation of the legitimacy of any child's excuse should come only from the children. Do not allow any child to become derogatorily critical.

Talk with the children about how sometimes they are expected to do something, especially by an adult, and they may not understand why it is important. The children should be encouraged to share their ideas with each other about why any given child may have been asked to do something for which he cannot see a good reason.

After reviewing together what each child shared, summarize to the effect that when we do not do something we are supposed to do, this will very often produce a bad consequence or a bad feeling in someone.

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Wednesday – How I Got Out of Work and What Happened

This is still another character-building activity, but today the children are introduced to a new medium for conveying and experiencing the focal issue. Prior to this activity, the mechanisms for conveying the messages have been self-control and practice at using the language of experience and expression in the earliest levels. The medium was then supplemented by discussion and later direct interpersonal communication and dream analysis.

In today's activity, the medium is role-playing, followed by some discussion and direct interpersonal communication.

Before the session starts, ask the group for two volunteers who will put on a short skit. Do not tell the group what the skit will be about. Tell them that *you will let them decide* what it is about afterward.

Have the two volunteers leave the room with you. Keep your instructions to them brief so that they will project themselves maximally into the drama. Ask one (in front of the other) to act the part of someone who was supposed to have done some work, and slipped out of it. Then ask the second volunteer, in the presence of the first, to act the part of catching the other child getting out of the work. Ask them to make up their own lines, just ad-libbing as they go along. Tell them that you do not care how "corny" they are, that they should talk up as loudly as possible so that everyone can easily hear, and that they should keep it going for several minutes.

They will then hold their dialogue in the center of the group. After they are done and have been thanked for volunteering, invite comments and discussion, getting as many children as possible to give their version and explanation of what the underlying forces were that made each person behave as he did.

As time permits, find more pairs to enact the same basic theme. As before, encourage full comments and explanations of the underlying motivation from the group. If there are animated disagreements after the drama, permit the children to have spirited discussions under your tempering guidance.

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Thursday – I Made A Promise, But Did Not Keep It

Needless to say, broken promises increase friction and mistrust in human affairs. The child who is developing a healthy personality and good character will keep his promise, but if he is not going to be able to keep a promise, then he should not make a promise in the first place. A large amount of trust is essential for cooperative and harmonious relationships. When a promise is broken, the person who is at the receiving end is bound to suffer disappointment and resentment, and the person who broke the promise is bound to lose self-respect.

To get things started, tell of a time when, perhaps as a child, you made a promise but did not keep it. Describe how the person you made the promise to felt and how you know. Tell how you felt about yourself.

Then encourage each child who wishes to participate to tell of a promise that he made and did not keep. Allow him to tell as much of the background behind the episode as is necessary for everyone to understand the situation. He also should be allowed to give his explanation as to why the promise was not kept, but help him to focus mainly on how the people involved in his story felt – especially him. Elicit constructive suggestions for the future from the other children.

Some children will be reluctant to tell about a promise they did not keep, but these more reserved children will be encouraged to do so as they observe the more courageous ones tell about their inconsiderateness.

After reviewing the feelings that each child reported, summarize together how broken promises produce bad feelings in both the promiser and the one to whom the promise was made.

Week 27 – Exposure to Mastery Activities – Responsibility and Effort

Friday – I Made A Promise And Kept It

This is a relief exercise in the character-building theme. On Tuesday, Wednesday, and Thursday, the children revealed and dealt with their laziness, indolence, escapism, and other traits of an immature character structure. The purpose has not been to disgrace nor embarrass them. Rather the purpose has been to deepen their appreciation of what happens in the feelings of the disappointed person, to the self-respect of the person who has not performed, and how the relationship between the two people has deteriorated instead of having improved.

Discuss the above points with the children. Discuss also how the purpose of these activities has been to help us to learn how to become better people. We will have less trouble getting along in life if we can learn to think in advance what the consequences of our actions will be.

Invite the children to tell of some promise they made, how they kept it, why they kept it, what feelings were produced in the other person, and what it did for their own personal sense of worthiness.

At the end, show your appreciation to the children for their understanding, their ability to express themselves, and how well they are becoming equipped to cope effectively with many future challenges in life they cannot even now foresee.

As usual, review, summarize, and evaluate the session together.

Unit 12 – Two Weeks on Social Interaction

Week 29 – Exposure to Social Interaction Activities – Relationships

Monday:	I Wanted to be Noticed But Somebody Else Was Instead
Tuesday:	How Somebody Tricked Me
Wednesday:	What I Resent and What I Appreciate About the Teacher
Thursday:	What It Is About Some Person That Makes Me Like Him
Friday:	What It Is About Some Person That Makes Me Like Him (continued)

Week 30 – Experience With Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself, if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what they think he did well and how he could do even better next time.

Week 29 – Exposure to Social Interaction Activities – Relationships

Monday – I Wanted To Be Noticed But Somebody Else Was Instead

This happens often to all of us. People get their feelings hurt, but usually keep quiet about it. The usual causes are insecurity, need for attention, and the competition that results in trying to get it.

Tell the children about a time when you tried to get someone's attention but were ignored in favor of another person. (An example of this might be: You started to speak to someone, but they turned away and started listening to someone else.)

Then ask the children to tell what they believe each of the three people involved (the person being ignored, the person doing the ignoring, and the person getting the attention) was thinking and feeling.

As soon as they understand this triangular situation, invite them, one at a time, to tell when this kind of thing happened to them and have them describe the feelings they had at the time.

As each child finishes telling about his event, invite the other children to give their opinions of what was going on and to offer their constructive ideas on how each of the three parties might have dealt with the situation so there would have possibly been less frustration and insecurity for all concerned.

After all have had a turn, invite the children to suggest some general guidelines that have occurred to them for best dealing with this universal problem.

Week 29 – Exposure to Social Interaction Activities – Relationships

Tuesday – How Somebody Tricked Me

This is the opposite of the activity of Week 19, Wednesday, "How I Tricked Someone."

This is such a universal and destructive social game that it merits consideration from both ends, the instigator and the target. The object in "How I Tricked Someone" was to get the instigator to recognize the bad feelings he produced in his target, and to become more conscious of how he lost self-respect as a result of being mean.

Make it clear to the children that we are not talking about harmless pranks. Rather, the focus is on serious interactions.

Offer each child a turn. Ask the child to tell how the person made him feel. Then encourage open discussion among the children. The objective is to either help the person who is the target to see how he possibly invites this kind of torture because he doesn't know a better way to have relationships, or to have the children help him to learn how to stand up for, and insist upon, being treated with respect. There are no universal answers, but one never knows which child making an attempt to offer a helpful suggestion might come up with something of great use to the child who has been the target.

At the end, review the feelings each child reported. Invite summary remarks from those children who feel that they have captured the general significance of today's session.

Week 29 – Exposure to Social Interaction Activities – Relationships

Wednesday – What I Resent and What I Appreciate About The Teacher

The hallmark of the good teacher is that she wants to become a better teacher.

By this time, the children know you reasonably well, far better than the teacher who never experiences Human Development sessions with her students. If you are courageous enough, you will allow the children the privilege of confronting you directly with their complaints (which may be legitimate, or which, in some cases, may be projections). Doing this provides the opportunity for you to learn how to meet the children's needs better.

Tell the children that you would like each one of them to have a turn to tell you one thing that they resent about you and one thing that they appreciate about you. This combination was developed by Perls, who held forthright honesty uppermost in his hierarchy of values.

Try to get each child who is willing to participate to tell you *both* statements. With those who have a minor reservation, give encouragement. With those who have a major reservation, ask only that they *think* of a resentment, but encourage them to come through with something that they appreciate.

If you feel defensive, tell the children that you do, but if you feel grateful for their being courageous and candid, tell them that too. If you sincerely want to try harder to meet their legitimate expectations, tell them that you will. Children have great appreciation for honest adults who can exercise responsible roles with them and still behave with humility.

Summarize together to the effect that if we are honest with each other and considerate in the way we express negative ideas, we can help each other very much. Discuss also how it is easier to accept negative feedback when positive feedback accompanies it.

Week 29 – Exposure to Social Interaction Activities – Relationships

Thursday – What It Is About Some Person That Makes Me Like Him

Thus far the children have experienced exercises in self-control, language development about the key issues of life, discussions, direct interpersonal communication, dream analysis, and role-playing. Today they will be introduced to a new group activity for mutual aid. It is known as the *microlab method,* and its origin is attributed to the National Training Lab at Bethel, Maine.

The procedure is simple and was developed to promote intense involvement. It does that very well.

The children are arranged in two concentric circles of equal size, and every person in the inner circle has a partner who serves as his observer from the outer circle. Be sure that the partners have direct face-to-face observation of each other. In the second stage the partners exchange places and roles. This is an abbreviated procedure. When done in the full manner, every child in the outer circle serves as an observer successively for every child in the inner circle. As is easily seen, this could take all day. For this reason today each child will be partners only with one other child. Tomorrow the children will change places – not partners.

Tell the children in the inner circle that they will have one minute, or less, to tell what kind of a person they are. It should take about 10-15 minutes for everyone to take his turn.

In the next step, each child in the outer ring has one minute to tell what it is about his partner that he likes, but not in terms of *what* he said; rather in terms of the *way* he tells about himself.

Instead of giving the children more detailed directions, let those who catch on and volunteer first to tell about their partners show the others by demonstration, what kinds of things to look for and observe. *But no one in the outer circle should say anything until all the inner circle have told about themselves.*

No summary is necessary. Explain to the children that tomorrow they will reverse the circles and the ones in the outer circle today will then be telling about themselves, while their partners will observe and then describe them.

Week 29 – Exposure to Social Interaction Activities – Relationships

Friday – What It Is About Some Person That Makes Me Like Him – Continued

This is the second half of yesterday's activity with the microlab procedure. Have the children who were observers yesterday change places with their partners. Today they will take one minute to tell about themselves as their partners did yesterday. Their partners will now observe them.

After the children in the inner circle tell about themselves, their partners will tell what they liked about how their partners described themselves.

If time proves to be a gib problem and the children want more, remind them that next week their choice will prevail. At that time, they can have more microlabs and vary the content any way the majority wishes.

Unit 13 – Two Weeks on Awareness

Week 31 – Exposure to Awareness Activities – Deceptiveness

Monday:	I Pretended That I Didn't Hear
Tuesday:	I Said Something But Did Not Mean It
Wednesday:	I Felt Like Saying Something But I Kept It To Myself
Thursday:	I Pretended I Was Listening But I Really Wasn't
Friday:	I Pretended That I Knew More About It

Week 32 – Experience with Awareness Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself if necessary.

Before leaving the circle, solicit appreciation from the other children for the efforts of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 13

Week 31 – Exposure to Awareness Activities – Deceptiveness

Monday – I Pretended That I Didn't Hear

Pretending that you haven't heard is a mechanism used by all people, but it seems to be especially prevalent with children. Some of the more usual reasons are to avoid work or some demand, or to avoid interruption of an interesting activity. When we are absorbed, our attention to hearing stimuli is often reduced. This is a device which enables us to concentrate better. Today we are concerned not with concentration but with a character issue, that of conscious and deliberate pretense.

A good method of reducing defensiveness about revealing yourself as having deceived someone is through role-playing. This is the method used today.

Ask for two volunteers to go out of the room with you before the session begins. Ask the volunteers to play act the following: One person tells the other something or asks for something, and the second person just keeps on doing what he was doing, pretending not to have heard. Ask them to make up their own lines, to keep it going for several minutes, and to be sure to talk up very loudly so that everyone can hear them.

After this situation is enacted, invite a discussion from the class focusing on what was going on, giving particular attention to all the different possible motivations and feelings. Then ask the children to give personal examples in which they pretended not to hear. Encourage each one to tell his reason and to state what feelings he produced in the other person, as well as how he increased or decreased his self-respect.

If any child feels bad for having behaved in a dishonest way, he is much better off to have brought it to the conscious level, expressed it, and to have suffered a minor embarrassment for the moment than to have carried with him indefinitely a sense of unconscious guilt.

It is especially important during this entire week that you show your appreciation in your own way to the children who demonstrate the courage to verbally participate.

After all have had a turn to speak, invite the children to come up with summary remarks of general significance about the pros and cons of pretense.

Evaluate together the manner in which the session proceeded.

Week 31 – Exposure to Awareness Activities – Deceptiveness

Tuesday – I Said Something, But Did Not Mean It

One of the most difficult things for every child, and for adults for that matter, is to be able to tell when they are receiving an honest or dishonest communication. It is equally important for every child to realize that he can mislead others by making insincere statements. Any person who tells things he does not mean is asking for trouble in his social relationships.

The object of today's activity is to help the children realize that by being insincere, they incur resentment and they can best learn this by recalling such an episode, and also by listening to how other children have hurt others and themselves.

Begin the session with a general discussion about how it feels when someone tells you something and you can tell he doesn't mean it. Now ask if anyone here has ever done this. (Be ready to take your turn first if necessary.) Do not pressure the children to relate an incident. Show your appreciation to those children who demonstrate the courage to take a turn. Ask them how they felt then and now about themselves. Also ask them if they can imagine how the person to whom they misrepresented themselves felt. If the child cannot imagine how this person felt, ask the other children to tell him how they would have felt if they were that person.

After a review of what each child said, discuss together in the summary the issue of whether it is possible or not to respect yourself for doing something that you believe another person should not do to you. Be sure that they do not try to sidetrack the issue on to whether they felt proud for being so clever, or whether they were justified in teasing or getting even. *Keep the focus at all times on whether it is really possible for a person to like himself for doing something to another person that he would not like that person to do to him,* but be sure it is the children themselves who reach this conclusion and articulate it.

Week 31 – Exposure to Awareness Activities – Deceptiveness

Wednesday – I Felt Like Saying Something But I Kept It To Myself

While this is a universal and often highly adaptive phenomenon, there can be implications and repercussions that may be harmful. The benefits of protecting another person's feelings, and of protecting yourself from their anger, are quite obvious. What is less obvious is that the child who starts to inhibit honest expression of feelings is also starting down the trail to developing a neurotic personality, a split between those two self-systems, the one in which it is safe to be spontaneous and truthful, and the other in which the child plays "cool" political games. Initially, these games are conscious and deliberate and only conceal true feelings from the *other person.* But as this pattern becomes more deeply grooved, it grows steadily more automatic and, therefore, becomes unconscious. Now the child is not only keeping his natural feelings from the other person, but *he himself often literally does not experience his true feelings and thoughts at the conscious level.*

Karen Horney has made this point quite clear, illuminating one of the origins of the split "phony" personality. Knowing how self-deception gets started, we are in a powerful position to help the children to understand what they are doing to themselves before they become chronic victims to this dangerous temptation.

Discuss fooling oneself with the children in terms of how we really feel. Emphasize that because they now understand this, they are in a better position to *keep in touch with themselves.*

This will probably be very abstract to the children until each one has given a personal episode. As each child tells how he kept something to himself, ask him to tell as fully as he can what all of the anticipated benefits of keeping quiet and dangers of speaking up would have been. When the child has done this, two or three other children should be invited to point out additional benefits and dangers that they can think of but that may have escaped his notice.

If every child does not get a chance today, then it would be wise to use one of the children's choice days of next week to be sure that every child has a direct personal review of this important issue.

Week 31 – Exposure to Awareness Activities – Deceptiveness

Thursday – I Pretended I Was Listening But I Really Wasn't

The purpose of this activity is to foster inter-personal honesty and closeness. While it is true that relationships present a difficult challenge in a competitive world and a certain amount of gamesmanship makes things seem to go more smoothly, what we are actually doing is isolating ourselves from each other, bit by bit, until we all feel the emptiness of alienation.

There can be many reasons for pretending that you have been listening, but there are always two common elements present. The first is dishonesty, for which we are not respected by others (who usually find out sooner or later) nor by ourselves. The second element is a tiny movement in the direction of estrangement from people.

The temporary benefits obtained are far outweighed in the long run by the disadvantages. This is true both for the pretender and the speaker whom he may be unwisely trying to protect. Pretense promotes a way of life in which people experience themselves as dishonest and have social relationships that are shallow or make-believe.

The key point upon which the issue of maturing or regressing depends is the ability of the potential pretender *to make the choice* to either inflict or sustain a momentary unit of pain. By admitting that he wasn't listening and possibly asking the speaker to repeat what he said, he inflicts pain on the other person. By pretending that he was listening, he contains it within himself. If we avoid every possible painful event, we may grow up physically but never emotionally. The child who truly can understand the long-term advantages of honesty in his relationships is equipped with a powerful tool to avoid self-hate and shallowness of involvement with other people.

Discuss the above ideas with the children. As soon as they all seem to have a grasp of the issues, bring the activity down to the concrete level. Offer them the chance to tell how they used this tempting mechanism. Ask each child to tell what his motives and feelings were, and about what the results seemed to have been. Then ask two or three of the other children to make additional comments. You may decide to take your turn first in order to get things started.

As with yesterday's session, if every child does not get a turn, use one of the children's choice days of next week to give every child a chance to deal with this matter by discussing it in a personal way.

After reviewing briefly the feelings reported by each child, summarize together to the effect that it is usually worth it to be honest with people even if there is momentary anger or embarrassment. Make sure that the children, rather than you, reach this conclusion and articulate it.

Week 31 – Exposure to Awareness Activities – Deceptiveness

Friday – I Pretended That I Knew More About It

This is a variation on the same basic theme of this week. We have discussed how by being dishonest with other people we wind up deceiving ourselves at the conscious level and disrespecting ourselves at the unconscious level.

There is a further point that has not yet been made in the matter of whether or not one is personally honest. If inwardly, unconsciously, we perceive ourselves to be dishonest, we inevitably experience ourselves as being less worthy and less socially acceptable. What happens then is that when we receive recognition or inclusion, we tend to have a vague feeling of "unfitness". We tend to experience such social rewards as being inappropriately bestowed upon the wrong person. We may feel, "Who, me?"

But if we are personally honest, that is, honest in our dealings with others, when recognition or inclusion comes our way, it "fits" and feels right because it is right. We are getting the approval we deserve.

Again, these concepts are difficult to get across to most children. But the issue is so important that even a small measure of success will make the effort worthwhile. With this in mind, briefly discuss the above points with the children. Then, using the activity of "I Pretended That I Knew More About It" as a vehicle, make the activity a more vivid experience by allowing them direct personal involvement by reporting a recent episode.

As usual, encourage each child to tell what the anticipated benefits and dangers were, the motives, the feelings of the people involved, and how things seemed to work out. Specifically ask him about his opinion of himself for having behaved as he did. Invite open discussion among the children related to what each child reports.

You may choose to take your turn first in order to demonstrate to the group the process and the concepts involved.

After reviewing what each child said, summarize to the effect that we have learned more about how important it is to be honest in order to have feelings of self-respect.

Unit 14 – Two Weeks on Social Interaction

Week 33 – Exposure to Social Interaction Activities – Relationships

Monday:	How I Lost A Friend
Tuesday:	What I Did To Keep A Friend
Wednesday:	I Was Very Helpful To Someone
Thursday:	How I Made Somebody Suffer
Friday:	I Keep Getting Teased

Week 34 – Experience with Social Interaction Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself, if necessary.

Before leaving the circle, solicit appreciation from the other children for the effort of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Week 33 – Exposure to Social Interaction Activities – Relationships

Monday – How I Lost A Friend

It need not be left only to chance for children to learn how to make friends by the frequently bitter process of trial and error.

The purpose of today's exercise is to simply make available the time for the children to share with each other what their broken friendships were all about. It should be expected that there will be a certain amount of fantasy, distortion, illegitimate expectations, and other related elements that could sidetrack the main issue.

The focal issue should be on what made the friendship go badly, either as it really happened, if it is possible to learn what really happened, or at second best, how the child reflects that things went badly.

You may decide to take your turn first to get things started. Then invite the children to tell how they lost a friend. Encourage the children to discuss briefly what each child reports.

If the children discuss their fractured relationships with classmates, then there is a very good chance that they can benefit from the keen observations of the other children, who have probably noticed things that may have escaped their attention or their awareness.

Thus, the children can learn about what to avoid in order to keep friendships and they can also help each other to be better tuned into the important elements in friendships.

One thing that should be discussed is that there are many forces that attract and repel people which defy our complete understanding. It isn't that we missed the reason. Rather, we really just don't know why the chemistry between some people is so good that they will tolerate much aggravation in order to preserve the relationship. Conversely, it seems there are some people between whom this "chemistry" is either absent or actually repellant. To a third party, it might look like they have much to offer each other, but the attraction just isn't there. The point is that not all that goes on in relationships should be considered to arise from known inter-personal effects.

As usual, review, summarize and evaluate the session at its close.

Week 33 – Exposure to Social Interaction Activities – Relationships

Tuesday – What I Did To Keep A Friend

Today's activity continues on with yesterday's focus on the issues involved in friendships. But today the session can be started by *role-playing.*

Before the session starts, invite three children to go out of the room with you. Ask them to make up a skit in which one of them did something to keep a friend. The second child can play the part of the friend that was kept, and the third child can be the confidant of the first child.

The children will put themselves more into it and come up with lines that are most pertinent to them if allowed and encouraged to create their own drama. It may be helpful to them however to suggest that the second child has had his feelings hurt by the first. (Let them decide a reason.) The first child does something to make friends again after talking it over with the third child.

No more than about three to five minutes should be required for them to agree upon a scene that they will enact in the center of the circle. If they cannot come up with an illustration of this theme on their own, then give as much more guidance as is needed.

When they have agreed among themselves and are ready to role-play the situation, remind them that they must speak up loudly and clearly so that everyone will hear and understand what is going on. Even if whispering is part of it, they must still speak loudly and assume that the third person cannot really hear what they are saying. If necessary, demonstrate how to do a loud "stage" whisper.

These skits usually last no more than two minutes. Be sure to show your appreciation to the actors and then invite the class to discuss the issues presented, encouraging everyone to make some observation or contribution. Ask them to focus on the alternatives that may have been available and especially on the feelings of those concerned.

In the remaining time, ask the children to share their personal experiences of doing something that was necessary to keep a friend. Be sure to take your turn too.

After reviewing, direct the summary discussion around the point that there are many ways we can make the effort to keep our friends. If we care about them, we will make the effort. Discuss also how helpful it is to listen to so many different ideas about keeping healthy friendships.

Week 33 – Exposure to Social Interaction Activities – Relationships

Wednesday – I Was Very Helpful To Someone

Too often children get feed-back only on their negative behavior. This exercise is planned for the express purpose of recognizing their positive social behavior. All children do things that are very helpful and should receive reinforcement for this.

In addition to providing a time for recognition, the children can gain many new ideas from listening to each other that they might be able to put to use later. Therefore, the session today provides the children with an opportunity to gain this kind of information at an important time in their lives.

Tell the children that it is okay to "brag" in this session. Encourage them to give positive feedback to each other for their helpfulness.

Since this is not a particularly involved matter, special efforts should be made to encourage those children who are usually more silent to contribute at least one incident.

A variation on this theme would be to ask the children to tell about a helpful thing they observed another child in the circle doing, naming him. The group may decide to do it in this manner in the thirty-fourth week.

When the reporting is finished, invite the children to make summary remarks that reflect any general observations they have made from the specific incidents. Be sure to reinforce good listening as demonstrated by accurate recall in the review and summary.

Week 33 – Exposure to Social Interaction Activities – Relationships

Thursday – How I Made Somebody Suffer

This activity lends itself to *role-playing* which the children enjoy so much. This should help overcome some of the reticence they might have about discussing their punitive tendencies.

It would be an exceptional person indeed who did not at least experience some punitive thoughts or feelings. Everybody not only experiences these feelings but also converts these thoughts and feelings into actual behavior at times, too. Not too long ago there were large segments of our culture which believed that destructive thoughts were a sign of immorality. We have by now advanced significantly beyond this approach and have a better perspective of ourselves. We now generally recognize that man innately has destructive potentialities. These potentialities have nothing primarily to do with morality but rather have had adaptive significance in the history of our struggle for survival.

Ask for three volunteers to go out of the room with you and ask them to make up a skit in which one person makes another person suffer and the third child is the confidant of the first. Remind them that when they are "on stage" they must speak up loudly and clearly. Give the actors only as much guidance and help to create the skit as is necessary. It is likely that laughter may occur due to the need for the children to release their tensions.

After the skit, invite the children to discuss the thoughts, feelings, behavior, and the pros and cons of this specific incident and such events in general. Without moralizing, ask them to make suggestions as to how there might have been better ways to resolve the issue. In the remaining time, ask the children to report incidents of their own about a time when they made somebody suffer. Ask them how they felt then – and now. Be sure to show your appreciation to those who volunteer.

The focal message for the children today is that people may admire their cleverness, enjoy indulging their wounded pride, or be proud of their interest in defending themselves; but it is hard to think of yourself as a kind and decent human being when you deliberately make another person suffer. There is often a fine line between self-defense and torturing another person. If they can see this line and understand what is on both sides of it for them, self-respect or self-hate, they will be a step ahead in their struggle for a good self-concept. Meanness, as a form of self-defense, or even as revenge, is not too damaging to our self-esteem, but meanness for its own sake is harmful to the self-esteem. Discuss these ideas with the children in the summary.

Week 33 – Exposure to Social Interaction Activities – Relationships

Friday – I Keep Getting Teased

This is a very complicated issue because there are many different reasons for teasing, and often children enjoy being teased. Most teasing occurs either because the person who does the teasing is using it as a means of relating or getting attention, or of artificially building his own self-esteem by tearing another person down. None of this is usually too harmful unless it is on a chronic basis.

Today's activity provides an opportunity for those children who are chronic victims of teasing to get some help from the other children in two basic ways. In the first place, often the person who is teased is not aware of the fact that he is in some way inviting it. If the children can detect this and articulate it to the child, then they will have given him a useful tool to start breaking up the vicious cycle. If he brings about the first cause in the sequence, then there is a great deal that he can do to end it – if he chooses to. Secondly, if the child is not the unconscious instigator, then the other children still may be able to offer him some suggestions on how to sidestep the teasing and perhaps help his tormentor learn a more constructive way of relating. A third benefit derives from the chance for the children to see that often pain is produced when teasing occurs.

Invite the children to relate to the group one at a time how they keep getting teased. Naming the teaser is not essential, although in some cases it may be helpful. After the child has spoken, ask the other children their impressions as to how the child himself may cause the teasing and if not, what he can do when the teasing starts to occur.

While there may not always be a ready solution, there should be some benefit, even if the children only gain some better understanding of what might be going on behind the surface behavior. It is also beneficial to discover that the other children desire to be helpful.

As usual, review, summarize and evaluate the activity at its close.

Unit 15 – Two Weeks on Mastery

Week 35 – Exposure to Mastery Activities – Problem Solving

Monday:	I Had A Problem But I Solved It
Tuesday:	I Had A Hard Time Choosing Between Two Things
Wednesday:	A Problem I Still Can't Solve
Thursday:	The Three Worst Things About School
Friday:	Something About Me That I Wish I Could Change

Week 36 – Experience with Mastery Through Children's Choice and Child Leadership

Each day help the child leader and the group choose, as quickly as possible, the topic from the prior week they wish to discuss in the circle session. Then turn over the leadership role to the child leader, involving yourself now only as the leader-trainer (who says as little as possible) and as one of the participants (who takes her turn to speak on the topic like the other participants).

After the child leader has called on each person who wishes to participate and has helped the group to review the feelings that each person told about, encourage him to lead a summary discussion about the basic ideas and benefits of the session. Lead this discussion yourself, if necessary.

Before leaving the circle, solicit appreciation from the other children for the effort of the child leader. Ask for their responses as to what he did well and how he could do even better next time.

Unit 15

Week 35 – Exposure to Mastery Activities – Problem Solving

Monday – I Had A Problem But I Solved It

Life can easily be viewed as an unending series of problems to be solved. How well a child is adjusting may be determined by how good he is at solving his problems. The purpose of today's activity is to improve the children's problem-solving abilities.

This is accomplished by providing the children with the opportunity to teach each other by personal example. Much more in life than we often realize is learned by mere observation and imitation.

Today's exercise also serves as a gentle preparation for, and orientation to, the remaining activities of this week's theme, which tunes into problems that do not lend themselves to such easy resolution.

Again, because of the simplicity of today's exercise, it is a good time to encourage those children to participate who frequently have some tendency to hold back.

You may wish to take your turn first, if necessary, telling about a problem you had recently and how you solved it. Encourage a wide variety in the children's reporting of problems and solutions. This will demonstrate to them the seemingly infinite possibilities for problems and solutions in the human experience. Each one solves his problems in his own way. Some children may wish to *role-play* their contribution.

As usual, review, summarize and evaluate the session at its close.

Week 35 – Exposure to Mastery Activities – Problem Solving

Tuesday – I Had A Hard Time Choosing Between Two Things

It is important in presenting this activity to the children that the matter of a *hard time* be stressed, because there is little challenge otherwise. When a child has a chance to choose between two things, one that he wants very much and another that he does not care about, there is no problem. But, when a child is confronted with the opportunity to choose between two things of almost equal attraction, then he has a difficult problem to resolve; and different children resolve this dilemma in different ways.

It is instructive for the children to listen to each other's choices and to hear the reasoning behind the way they made them.

Ask each child to tell about a time when he had a very hard time choosing between two things. Encourage him to fully relate what happened and how he felt at the time. Ask him also if he now feels he made the best choice.

Be sure to show your appreciation to the children who volunteer to speak, and reinforce the good listeners. Be sure to take your turn too.

Summarize as a group, to the effect that the ability to make decisions, and especially to be able to make the wisest decision, is an important matter for everyone, and now we might know more about how to do it.

Week 35 – Exposure to Mastery Activities – Problem Solving

Wednesday – A Problem I Still Can't Solve

This activity provides the children again with the benefits of experiencing the universalization phenomenon. They learn that the other children are struggling to solve their problems in living, too. This tends to neutralize their feelings of being unique, inferior or somehow less socially acceptable.

Additionally, the session provides the children with an opportunity to unburden themselves to a group of people who will listen with interest, who will help them to see their situations in new ways, and to suggest new approaches for their resolution. Allow each child to tell only as much as he wishes about the problem. Do not pry into the why's or wherefore's. As always, it is best to exhaust the assistance of all of the children before the teacher or child leader add their observations or suggestions. Be sure to ask each child reporting a problem that seems unsolvable how he feels about it. Be sure to take your turn too.

At times, a child will be helped. At other times, there will be problems for which there simply is no solution. Demonstrate your acceptance of this, and help those children to realize that they are not the only ones with one or more unresolvable problems.

Try to be sure that every child has a turn if he wants one.

After reviewing the feelings each child reported, summarize together to the effect that probably everyone has problems for which no solutions seem to exist, but it is good to know that each one of us is not alone. We are learning this by sharing with each other in this way. Discuss also how we can sometimes get some good ideas from each other or at least find out that others do want to help, even if their ideas don't always seem to fit.

Week 35 – Exposure to Mastery Activities – Problem Solving

Thursday – The Three Worst Things About School

The major purpose of this activity is to acknowledge to the children that they may have not only the right to resent certain things about school but also the right to be listened to non-defensively.

The reasons that children give for hating school are legion, and they generally exist in greater number among boys than girls. The main reason is that boys seem to be, by nature, hunters and warriors, and the sedentary functions expected of them (except for recess and sports) are experienced by them as being alien and unpleasant because it is the school environment that is artificial for their bodies rather than the other way around. Girls seem to be more sedentary, and the demands of the school are experienced as more natural.

Some of the major reasons that some children resent school are because it is confining; they are expected to work at tasks that may or may not attract their interest at the moment; they perceive the content as being irrelevant; they tend to resent work and would rather play; they dislike the constant requirements of needing to exercise self-control; and they resent playing other people's games instead of doing "their own thing"

You may decide to take your turn first, telling about what bothered you about school when you were a child. Then give each child who wishes to speak the opportunity. For each child, there are some principal complaints, and these should be listened to, because sometimes he can learn how to describe these complaints in such a fashion to future teachers that a reasonable accommodation could be made. If not, then the other children who are listening have the chance to help him see that perhaps it is not "school" that he resents, but rather the effort that is required to become a skilled and knowledgeable person. Invite them to do this and for open discussion to ensue.

As usual, review, summarize and evaluate the session together.

Week 35 – Exposure to Mastery Activities – Problem Solving

Friday – Something About Me That I Wish I Could Change

Since nobody is perfect and we all have the ability to fantasize, everybody has some pet grievance with his being. The problem is that if the child knew how to change that thing, he would have done it before today. The problems that are left are the things about himself that are possibly beyond anyone's power to change. Or, a child might benefit from the suggestions of his classmates who can see him more objectively, or who may have had and solved the same problem or one quite similar to it.

At least the child is not in it completely alone. By this time, the other children know him well enough, so that there is a good chance that if there is some kind of relatively easy solution, they will be able to guide his thinking in that direction.

As usual, try to give every child a turn to tell about the thing about himself that he wishes he could change. Ask him to describe how this thing makes him feel. Then encourage him to invite the other children to make helpful comments to him which may or may not be useful to him.

After reviewing, focus on the feelings each child reported, and summarize together to the effect that we all have at least one thing that we would like to change about ourselves. By sharing in this way, we learn about each other. We also have the opportunity to show our concern for each other by giving helpful suggestions, and we learn that others care for us too.